ED 387 586 AA 001 266

Resources in Education (RIE). Volume 31, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 387 587 CE 069 335

Manzo, David A.
Provision of Academic Support Services to Adults in Distance Education Programs.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Programs; *Corporate Education; Educational Attitudes; *Education Work Relationship; Employer Attitudes; Higher Education; Institutional Cooperation; *On the Job Training; *School Business Relationship; *Student Personnel Services

Demographic changes and economic need have driven higher education institutions to become more flexible in educational programming and to forge bonds with business and industry. Technological advancements such as satellite communications and computers have helped facilitate these partnerships between education and the business community. In many cases, the academic support services (such as career services) for these programs are nonexistent or severely understaffed. This may happen for a variety of reasons. For instance, a company may want to provide educational opportunities to its employees, but views support services as "fluff" (since the company has neither the physical space to set aside, nor the time to let employees participate); or the educational institution may not want to commit staff (and financial resources) to a program that is not yet stable. There may be a presumption on the part

ED 387 605 CE 069 929

Clemons, Mark
Fundamentals of Air Conditioning and Refrigeration.
PUB DATE- 96
NOTE- 834p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; Behavioral Objectives; Curriculum Guides; Educational Certificates; Hand Tools; Instructional Materials; Learning Activities; Occupational Safety and Health; Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Secondary Education; Skilled Occupations; Student Certification; Student Evaluation; Units of Study; Vocational Education
IDENTIFIERS- *Environmental Protection Agency

This set of instructional materials provides secondary and postsecondary students with a state-of-the-art curriculum for the air conditioning and refrigeration industry that includes the many changes brought by new Environmental Protection Agency (EPA) regulations. Introductory materials explain the use of this publication and provide the following: competency profile; instructional/task analysis; related academic and workplace skills list; tools, equipment, and materials list; and reference list. Each of the 16 instructional units includes some or all of the following basic components: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. Unit titles are as follows: orientation; occupational safety; hand tools; special tools and measuring; tubing and tubing applications; iron, plastic, and PVC pipe; soldering, welding, and brazing equipment; soft soldering; silver brazing; aluminum soldering, brazing, and epoxy repair; basic mechanical refrigeration; refrigeration system accessories; EPA requirements for refrigerant management and technician certification; refrigerants, lubricants, and desiccants old and new; refrigerant recovery, recycling, and reclaiming; and evacuating, pressurizing, leak testing, and charging. (YLB)

ED 387 606 CE 069 931

Crummett, Dan
Introduction to Natural Resources. Second Edition. Teacher Edition and Student Edition Combined.
PUB DATE- 96
NOTE- 609p.; For a related "advanced applications" document, see CE 069 932. For first edition, see ED 327 656.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Air Pollution; Behavioral Objectives; *Competency Based Education; Conservation (Environment); *Conservation Education; Energy Conservation; *Environmental Education; First Aid; Forestry; Habitats; Land

ED 387 624 CE 069 990

Macpherson, David A.; Even, William E.
The Consequences of Indexing the Minimum Wage to Average Wages in the U.S. Economy.
PUB DATE- May 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Economic Impact; *Employment Level; *Employment Opportunities; Labor Economics; Longitudinal Studies; *Minimum Wage; Poverty; Public Policy; *Salary Wage Differentials; Statistical Analysis; Tables (Data)
IDENTIFIERS- Current Population Survey; *Wage Indexing

The consequences of indexing the minimum wage to average wages in the U.S. economy were analyzed. The study data were drawn from the 1974-1978 May Current Population Survey (CPS) and the 180 monthly CPS Outgoing Rotation Group files for 1979-1993 (approximate annual sample sizes of 40,000 and 180,000, respectively). The effects of indexing on the minimum wage were analyzed, the beneficiaries of a higher minimum wage were identified, and the question of whether indexing satisfies the objectives of minimum wage policy was discussed. It was discovered that, had the minimum wage been linked to the average wage back in 1974, the minimum wage would have been seriously overindexed by 1994. The analysis of the impact of a higher minimum wage on specific groups revealed that children and other workers living with their parents would thus receive more than twice as much extra income as would all families dependent on a single minimum wage worker. Simple comparisons between the minimum wage and other wages in the economy were concluded to be simplistic. It was recommended that adjustments be made for changes in the composition of the work force (the baby boom generation has entered its prime earnings years; greater numbers of women have entered the workforce, working for lower wages than men; and more college degree holders with higher average wages have entered the work force) just as adjustments are made for inflation. (Contains 22 tables/figures and 15 references.) (MN)

ED 387 625 CE 069 991

Tannery, Frederick J.
Earnings Growth and Employment Stability of Workforce Entrants: Does the Point of Entry Matter?
PUB DATE- Apr 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Comparative Analysis; Employment Level; Employment Patterns; *Entry Workers; Food Service; *Labor Force; *Occupational Mobility; *Private Sector; *Salary Wage Differentials; *Service Occupations; Skilled Occupations; State Surveys
IDENTIFIERS- *Pennsylvania

A study examined whether point of entry into the work force affects earnings growth and employment stability. The Pennsylvania Regional Economic and Social Information data set (a 5% sample of workers whose wages were reported to the state's unemployment insurance program in 1969-1991) served as

ED 387 645 CE 070 024

Pair, Claude
The Changing Role of Vocational and Technical Education and Training (VOTEC). Pathways and Participation in Vocational and Technical Education and Training. Synthesis Report. Issues and Questions for Working Group I.
PUB DATE- Nov 94
NOTE- 25p.; Discussion paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). For related documents, see CE 070 025-034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Developed Nations; Educational Needs; *Educational Practices; *Education Work Relationship; *Enrollment Trends; Foreign Countries; *Futures (of Society); Job Skills; Labor Market; Participation; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development

In preparation for a conference held in Paris, France, in November 1994, the Organisation for Economic Cooperation and Development launched a 5-year program that involved 20 countries studying the changing role of vocational and technical education and training (VOTEC). A synthesis of national studies on young people's pathways and participation in VOTEC highlights similarities and differences across national system. The following countries are covered by this synthesis: Australia, Austria, Canada (Quebec), Denmark, France, Germany (Western Germany), Italy, Netherlands, Switzerland, and the United Kingdom (England, Wales, and Northern Ireland). In a large majority of countries, a clear hierarchical order exists between general (academic) and vocational education and between different VOTEC pathways. Differences include the structure of first-cycle secondary education, the respective place of pre-academic education and VOTEC in upper-secondary education, the dominant access routes leading to qualified worker/employee jobs and to middle-level positions. These approaches, which vary across countries, include learning on the job, formal apprenticeship, or school-based vocational education. These structural differences give rise to multiple pathways. School-based VOTEC at the secondary level leads either to further postsecondary studies and to a technician diploma or to direct transition into employment. Most countries have started to establish bridges, especially between traditional vocational education at the postcompulsory stage and technical studies at postsecondary level. A common trend across countries is the "spontaneous" increase in the duration of studies. Participation in apprenticeship is declining in comparison with school-based programs. The expansion of technical programs at the postsecondary level has in most countries encouraged participation at this stage. The study set the stage for further discussions of the reasons for changing participation in VOTEC. (KC)

ED 387 646 CE 070 025

Buechtemann, Christoph F.

ED 387 661 CE 070 056

Bradshaw, Delia
Multiple Images, Common Threads. Case Studies of Good Practice in Adult Community Education.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 95
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Art Education; Business Education; Case Studies; Child Care Occupations; *Community Education; Community Programs; Decision Making; Discussion Groups; Educational Objectives; *Educational Practices; Foreign Countries; Horticulture; Hospitality Occupations; Indigenous Populations; Literacy Education; Prevocational Education; Program Development; Small Businesses; Sport Psychology; *Student Characteristics; Student Evaluation; *Teaching Methods; Tourism; Womens Education; Workshops; Youth Programs
IDENTIFIERS- *Australia (Victoria); Empowerment

This document presents 10 case studies of adult community education programs (ACE) in the state of Victoria, Australia, in the mid 1990s, that were identified as exemplifying the following principles of good practice in ACE: expansiveness, integration, responsiveness, innovation, belonging, explicitness, autonomy, accessibility, synthesis, and coordination. The courses profiled represent a broad cross-section of subject areas (child care, prevocational education, furniture restoration, small business development for women, Koori Art, literacy and community decision making, women's issues, tourism, applied sport psychology, and horticulture) and formats (including formal part-time and full-time courses, discussion groups, workshops, courses that use community resources rather than textbooks, courses taught primarily by one instructor, and courses taught by a series of different instructors). Each profile contains information about some/all of the following aspects of the program: history; educational characteristics (philosophy, aims, development stage, length, delivery mode, prerequisites, content and methodology, competencies/expected learning outcomes, assessment criteria/methods, reporting/certification, accreditation status, pathways); good practice criteria; student characteristics; and administration and resources. Appended are the following: discussion of criteria for identifying good practice in adult education; range/spread/mix of case studies matrix; list of principles used to select case studies; and acknowledgements. Contains 47 references. (MN)

ED 387 662 CE 070 058

Hearing on Vocational Rehabilitation. Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 29 Mar 95
NOTE- 135p.; Serial No. 104-34. Some pages have small, light type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

ED 387 681 CE 070 085

Payne, Mario D., Ed.; Robins, Eve, Ed.
National Resources for Adults with Learning Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. for Literacy, Washington, DC.
PUB DATE- Sep 95
NOTE- 34p.; Supersedes ED 368 899.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Students; Attention Deficit Disorders; *Disability Identification; Employment Services; *Learning Disabilities; *National Organizations; National Programs; Postsecondary Education; *Residential Programs; *Resource Centers

This guide is designed for adults who suspect or know they have a learning disability and for family and friends who wish to help. It is intended to provide a starting point for gaining information that can lead to obtaining services at the state or local level. It provides information on assessing the problem, a learning disabilities checklist, and a selection of resources--organizations, publications, and programs. This selection of resources includes only organizations that operate on a national level and can put inquirers in contact with regional or local resources that have been selected. A short description of each organization's activities is provided to help readers identify which resources are best suited to their needs and concerns. The organizations are of the following types: 14 national resource centers; 9 general education organizations; 7 learning disabilities organizations; 4 attention deficit disorder organizations; 4 employment organizations; and 5 technology organizations. The life management section lists 14 programs that provide postsecondary training and residential housing for their enrolled students. Twenty publications listed in the guide provide general information for adults with learning disabilities. A listing of 15 toll-free numbers concludes the guide. (YLB)

ED 387 682 CE 070 086

Tech-Prep Competency Profiles within the Health Technologies Cluster.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 1,149p.; For individual profiles, see CE 070 087-099.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Articulation (Education); *Competence; *Competency Based Education; High Schools; *Integrated Curriculum; Postsecondary Education; State Curriculum Guides; *Tech Prep; Vocational Education
IDENTIFIERS- Ohio

This document contains competency profiles for Ohio tech prep courses in the following 12 health technologies occupations: radiographer, respiratory care therapist, occupational therapy assistant, physical therapist assistant, registered nurse (associate degree), pharmacy technologist, medical laboratory technician, histotechnologist, emergency medical technician, dental hygienist, dental laboratory technician, and health

ED 387 698 CE 070 105

Professional Development Needs in Vocational Education and Training in Relation to Developing Language, Literacy and Numeracy Competence. Research Report.
SPONS. AGENCY- National Staff Development Committee for Vocational Education and Training, Chadstone (Australia).
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Literacy; *Educational Needs; Foreign Countries; Inservice Teacher Education; *Literacy Education; *Professional Development; *Vocational Education Teachers
IDENTIFIERS- *Australia

A national research project was conducted in Australia on the professional development needs of curriculum writers, industry trainers, and vocational teachers in relation to the development of language, literacy, and numeracy competence in vocational education and training. Data were collected through the following methods: a review of literature; collection of training packages targeted at curriculum writers, industry trainers and vocational teachers not already trained in language, literacy, and numeracy teaching; 135 interviews with curriculum writers, industry trainers, and vocational teachers from all states and territories; and focus group discussions with curriculum writers and industry trainers. Analysis and review of these data produced the following findings: (1) few well-documented formal professional development programs for this group of educators exist; (2) many of the subjects were not aware of existing training packages; and (3) major professional needs of curriculum writers were for training in writing curriculum, access and equity, theory and practice, assessment, flexible delivery, and integration; for industry trainers major development needs were training in teaching strategies, assessment, theory and practice, literacy and numeracy awareness, access and equity, mathematics, and resources; and for vocational teachers, teaching strategies, mathematics, theory and practice, models of good practice, assessment, and access and equity were identified as development needs. The project made recommendations in the areas of: a resource to disseminate information about professional development to all three groups; specific development to meet the major needs of each group; and national forums and workshops to promote good practice in the integration of language, literacy, and numeracy competence into vocational education and training. (Contains 37 references.) (KC)

ED 387 699 CE 070 106

Stoessiger, Rex; Pugh, Roy
Professional Development for Program Evaluation: Evaluation for Adult Literacy and Basic Education Programs.
SPONS. AGENCY- National Staff Development Committee for Vocational Education and Training, Chadstone (Australia).
PUB DATE- 95
NOTE- 511p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 387 718 CG 026 340

Shaughnessy, Michael F.
Creativity in Mentoring.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collegiality; *Creativity; Interpersonal Relationship; Interprofessional Relationship; *Mentors; Modeling (Psychology); Professional Development; Relationship; Role Models; *Skill Development; Social Networks; Training Methods

Mentoring is a creative alternative to direct instruction and teaching that provides an emotionally supportive relationship for the protege. Skills of the mentor travel with the protege long after the relationship has ended. Mentoring has become a vehicle to enhance the skills and abilities of one's associates, colleagues, and proteges. Typically, an older, wiser adult is paired or matched with a younger colleague in a relationship designed to foster growth and development. Mentoring means different things to folk in different fields. It can be used in education, business, nursing, and other fields and can assist people in becoming more creative, thinking more critically, perceiving solutions to problems, and analyzing situations from different perspectives. Creativity can be enhanced as the mentor serves as a role model for the protege and models creative behavior, critical thinking, analysis, information processing, and possibility thinking. Networking can also be creatively used by administrators to "bring out the best" in young aspiring executives. A call for more research on the mentor relationship and creativity is made. A list of other works on mentoring is provided. (JBJ)

ED 387 719 CG 026 344

Whiddon, Sue
Graduate School - A Viable Option after Graduation.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; College Admission; *College Choice; Financial Aid Applicants; Graduate School Faculty; *Graduate Study; Higher Education; *Institutional Characteristics; Masters Degrees; *Program Content; *Reputation; Student Financial Aid

For many undergraduate students graduate school may seem a remote, futuristic possibility at best. Yet, reality may dictate that an advanced degree will be necessary to attain one's career goals. Undergraduate education is not designed to be an end-all to the learning process, but rather an introduction to the experiences and ever-changing knowledge in our field. On-the-job learning experiences coupled with continued study enhance the professional's skills and facilitate greater contribution to the profession. This paper examines pertinent issues involved in making the decision to continue one's education beyond the baccalaureate degree and the timing for matriculation. Questions designed to clarify the

ED 387 738 CG 026 517

Riva, Maria T.; And Others
Internalizing and Externalizing Behavior Problems in Children with and without Identified Learning Problems.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Boulder, CO, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; Child Development; Children; *Emotional Disturbances; *Emotional Problems; *Learning Disabilities; *Learning Problems; Social Problems
IDENTIFIERS- Americans With Disabilities Act 1990; *Child Behavior Checklist; Individuals with Disabilities Education Act

This study examines recent evidence that many children with learning disabilities (LD) have accompanying behavior problems, especially children who experience academic difficulties in school but who are not formally diagnosed as LD. Subjects were 85 referrals to a university educational assessment center from 1991 to 1994. The subjects, 58 males and 27 females, were predominantly white, and ranged in age from 6-16 years. The primary tool used for evaluation was the Child Behavior Checklist (CBCL). While the major thrust of this study was to document that differential diagnosis of emotional disturbances (ED) and LD was feasible using the CBCL, parents and teachers also reported more problems for children with LD than were typically reported for normative samples. The results of the study are somewhat consistent with previous findings about accompanying behavior problems and lack of competencies for children with LD. The primary difference between the results of the study and previous findings with LD children is the magnitude of the problems reported. The aggregate findings for LD children suggest more highly elevated problem behavior scores on the CBCL than were found in this study. Given that the CBCL is a relatively time- and cost-efficient rating scale, its use as a screener for emotional/behavioral problems of children who are initially referred for academic difficulties seems warranted. In addition, the results of the study highlight a functional need for both academic and social interventions for many children with LD. Contains 12 references. (KW)

ED 387 739 CG 026 518

Lyon, Mark A.; Seefeldt, Richard W.
Group Leader Perceptions of ACA Characteristics.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Counseling Association (Denver, CO, April 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Children; *Alcohol Abuse; Alcohol Education; *Alcoholism; Clinics; *College Students; Counseling; Counseling Techniques; Counseling Theories; Guidance Centers; Higher Education
IDENTIFIERS- *Adult Children of Alcoholics; American Counseling Association

This study examined and sought to clarify several major issues

ED 387 758 CG 026 566

Jackson-Allen, Jennifer; Christenberry, Nola J.
Learning Style Preferences of Low- and High-Achieving Young African-American Males.
PUB DATE- Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Need; At Risk Persons; Blacks; *Cognitive Style; Grade 9; Grade 10; *High Achievement; *High Risk Students; High Schools; Learning Modalities; *Low Achievement; Males; Minority Groups; *Parent Influence; *Student Motivation
IDENTIFIERS- African Americans; Dunn Dunn and Price Learning Style Inventory

The purpose of the study was to identify and compare the learning style preferences of low-achieving and high-achieving young African-American males. Measures of perceptual preferences for 22 learning modalities were obtained from a sample of 50 ninth- and tenth-grade students. Half of the students were randomly selected from a pool identified as low-achievers, and the other half from a pool identified as high-achievers. The pools were identified based on grade averages in core academic courses. The Dunn, Dunn, and Price Learning Style Inventory was administered to each of the two groups. Independent t-test comparisons of mean raw scores on each of the learning modalities yielded only three significant differences between low and high achievers. High-achievers had stronger preferences for motivation and were more parent motivated than low-achievers. Low-achievers, however, had stronger preferences for learning experiences that involve opportunities for mobility. From the results of this study, one might conclude that young African-American males who are identified as either low- or high-achievers are more alike than they are different in their preferences for various learning modalities. (Author)

ED 387 759 CG 026 567

Lichtenberg, James W.; Goodyear, Rodney K.
The Structure of Supervisor-Supervisee Interactions.
PUB DATE- 18 Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Competence; Counseling; Counselor Client Relationship; Counselor Educators; *Counselor Training; *Interpersonal Communication; Professional Development; Sex Differences; *Supervision; Supervisor Qualifications; *Supervisory Methods; Supervisory Training; *Verbal Communication

The purpose of this study was to examine the extent to which the structure or patterning of supervisor and supervisee verbal interaction during supervision is enhanced or moderated by: (1) the problem severity (degree of impairment and level of

ED 387 777 CS 012 238

Fleming, Maria
Round-the-World Folktale Mini-Books: 13 Easy-To-Make Books To Promote Literacy and Cultural Awareness.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; *Creative Expression; *Cultural Awareness; Elementary Education; Enrichment; *Folk Culture; Reading Materials; Supplementary Reading Materials
IDENTIFIERS- Book Production; *Folktales; *Minibooks

Designed to enrich reading programs, this book presents 13 illustrated, reproducible patterns and directions for creating small books that feature folktales from around the world. Each mini-book is in a special format that offers children in grades 1-4 some element of surprise: flaps to lift, tabs to pull, and pictures that pop up. The book begins with a brief introduction, advice on how to use the mini-books, helpful hints for making the books, and a 43-item list of resources. The book then presents the 13 tales, arranged by geographical region (Africa, Asia, Australia, Eastern Europe, Europe, and North America). (RS)

ED 387 778 CS 012 268

Abromitis, Barbara
Effectiveness and Creativity in the Resource Role. Literacy Report No. 23.
PUB DATE- Nov 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Teaching; Elementary Secondary Education; Leadership; *Leadership Qualities; Methods; *Resource Teachers; *Teacher Effectiveness; *Teacher Role
IDENTIFIERS- *Covey (Stephen R)

Resource teachers fulfill special responsibilities and roles in a school. As teachers, they must commit themselves to a wide group of students; as resource specialists, they must make a commitment to the staff and administration. Both commitments call for an effective style of leadership, knowledge, and service that, in order to make a difference, must extend beyond the ordinary. "The Seven Habits of Highly Effective People" by Stephen R. Covey is an excellent source of inspiration and practical suggestions for those who wish to make an impact in their role as resource specialist. In it, Covey details seven habits that bridge the private and public domains and focuses on changes that an individual can make within his or her areas of control. The habits are: (1) proactivity--recognizing the responsibility to make things happen; (2) begin with the end in mind--developing a personal mission statement that includes goals for all roles (mother, wife, teacher, homemaker, daughter); (3) put things first--taking charge of a life and making things happen; (4) think win/win--effective people work from a win/win perspective; (5) understand and then be understood--learning to listen and reflect on both the content

ED 387 800 CS 215 043

Urch, Kakie
Suspicions of Theory, Suspicious Theories: The Graduate Student Literacy Narrative of Theory.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; *Graduate Students; Graduate Study; Higher Education; *Intellectual Development; Literacy; *Literary Criticism; Student Interests
IDENTIFIERS- Academic Discourse Communities; *Literary Theory; *Theoretical Orientation

The violence of any literacy acquisition in the contact zone between the powered, the disempowered, and the empowered is never clearcut. But, nevertheless, calls to theory literacy from the late 70s and early 80s have been answered with a rush. Michael Berube writes that "graduate school in English seems to have a very bad effect on people who don't like theory." Some of the more obvious symptoms of the academic endorsement of this literacy as a functional requirement for citizenship are the plethora of new theory anthologies for graduate and undergraduate students. Also, consider the range of references to literacy theory appearing in locations of popular Culture from "Mademoiselle" magazine to "Northern Exposure." Graduate student responses to this theory, on the other hand, demonstrate much in the way of anxiety, failure, fracture, and little in the way of the kind of liberation and empowerment that a functional literacy promises. So should the profession abandon teaching theory literacy altogether? Graduate school is the ultimate transitory period. Either the student fails in some way to become a citizen, by rejection of theory, the Bartleby "preferring not to" write theory, or the student becomes a citizen. Theory choices and adhesions in the civil society of the academy are the space of enactment, the building of multiple articulations through culture. (TB)

ED 387 801 CS 215 055

Agnew, Nancy
Improving Student Writing Skills by Using Whole Language Instruction.
PUB DATE- May 95
NOTE- 61p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 5; Instructional Effectiveness; Intermediate Grades; Portfolios (Background Materials); *Student Improvement; *Whole Language Approach; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Illinois (Rockford)

A study examined the effectiveness of a program for improving student writing skills by using whole language. Targeted population was a fifth grade class of 30 students in a stable

ED 387 818 CS 215 086

Rosberg, Merilee
Using Children's Literature in the Classroom.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Instructional Effectiveness; Reading Aloud to Others; *Reading Assignments; Reading Attitudes; *Reading Programs; Student Centered Curriculum; *Student Participation; *Teacher Role; Thematic Approach; Writing (Composition)
IDENTIFIERS- *Trade Books

One approach to helping children to become literate is to use good children's literature in the classroom. Children's trade books are now available on a variety of topics. Many of them are traditional stories, but more authors are also writing historical fiction, biographies, and science books. This variety of materials allows the teacher to use literature as a framework for teaching. There are several components to a literature-based program. First, the teacher could read aloud to the children on a daily basis and include a variety of topics and genres. Second, daily sustained silent reading could be a part of every classroom. The third component might be "sharing time." Children need opportunities to share reactions to books orally. After reading, children can get together in small groups or in pairs to discuss their reactions. Another way to share books is through booktalks, in which a student might give a quick summary of some books and/or discuss some of the similarities and differences among them. Students may also share written responses to books. Developing a theme using children's books is also an effective means of introducing literature into the classroom. Several examples of how books can be grouped around particular themes shows the variety of possibilities available to teachers today. (A 24-item list of children's books is appended.) (TB)

ED 387 819 CS 215 087

Dittman, Nancy A.
Encouraging International Perspectives through Collaborative Writing Assignments.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Conference on Language and Communication for World Business and the Professions (14th, Ypsilanti, MI, April 6-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Communication; *Business Education; Class Activities; *Communication Skills; *Cooperative Learning; Global Approach; Graduate Study; *Group Activities; Group Dynamics; Higher Education; International Communication; *Writing Assignments
IDENTIFIERS- Bloomsburg University PA; *Collaborative Writing; International Business Education

The administrative communications course at Bloomsburg University

ED 387 838 CS 509 038

Orbe, Mark P.
Building Community in the Diverse Classroom: Strategies for Communication Professors.
PUB DATE- 22 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Communication Association (63rd, Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Environment; *Community Characteristics; Cooperative Learning; *Group Activities; Group Discussion; Higher Education; Small Group Instruction; *Speech Communication; Undergraduate Students
IDENTIFIERS- Communication Strategies; *Diversity (Student); *Small Group Communication

M. S. Peck (1987) identifies six characteristics of a "true community": (1) inclusiveness (no "in group" or "out group"); (2) commitment; (3) consensus (differences are acknowledged and processed); (4) contemplation; (5) vulnerability; and (6) "graceful" fighting (conflict should not be avoided, minimized, or disregarded). Based on these characteristics, several specific strategies for building community in the diverse speech communication classroom can be followed. First, using student contracts allows students a degree of control in determining the course syllabus. Second, using a name game of sorts or a "personal scavenger hunt" encourages students to know one another. Third, setting ground rules for discussions helps students to know what to expect. Fourth, a 5-minute sharing time helps to build community on a daily basis. Fifth, accepting cards with questions on them helps those with a higher degree of communication apprehension contribute to classroom discussion unobtrusively. Sixth, creating a safe discussion environment in which comments are not ignored or marginalized insures free-flowing exchange. Small group discussions in various permutations and oral presentations are helpful as well. Another strategy that builds community in the classroom is the encouragement of study groups. The groups are randomly organized at first but reorganized for each exam; this arrangement creates an opportunity where peer learning/teaching and support are rewarded. (Contains 40 references.) (TB)

ED 387 839 CS 509 040

Crump, Charla A.
Media Literacy: Fighting the Effect Television Has on Children.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Annual Student Research Conference (2nd, Canyon, TX, May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Critical Thinking; *Critical Viewing; Elementary Education; Mass Media Effects; *Parent Role; *Teacher Role; Television; *Television Viewing; *Violence
IDENTIFIERS- Cause Effect Relationship; Historical Background; *Media Literacy

ED 387 857 EA 027 021

Basom, Margaret; And Others
Exploring Cohorts: Effects on Principal Preparation and Leadership Practice.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Collegiality; *Cooperative Learning; *Educational Cooperation; Elementary Secondary Education; Group Dynamics; Group Experience; *Grouping (Instructional Purposes); Group Instruction; Higher Education; Organizational Development; *Principals; *Professional Development

This paper examines the practice of using cohorts in administrator-preparation programs from conceptual and practical viewpoints. The first three sections describe the current state of affairs of cohort usage; the final section explores the potential of the cohort structure as a means for developing leaders committed to creating communities of learners. The paper begins with an overview of the characteristics of effective groups before examining how certain structures and delivery mechanisms help to develop cohorts into well-functioning groups. Anecdotal evidence suggests that cohorts give students a greater feeling of inclusiveness, promote collaboration, and enhance academic performance. Faculty are provided with opportunities for professional growth and improved student-faculty relationships. Although programs experience increased costs in planning and coordination, they gain from a supportive learning environment and information sharing. Educational systems benefit from increased intradepartmental cooperation and networking among universities and within school districts. The cohort structure can serve as a vehicle for a new leadership paradigm, facilitating the appraisal of personal value systems, appreciation of others' value systems, trust, commitment to group success, and cooperation. (Contains 30 references.) (LMI)

ED 387 858 EA 027 022

Yerkes, Diane M.; And Others
Using Cohorts in the Development of Educational Leaders.
PUB DATE- Aug 95
NOTE- 18p.; Paper presented at the Annual International Conference of the Association of Management (13th, Vancouver, British Columbia, Canada, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Collegiality; *Cooperative Learning; *Educational Administration; *Educational Cooperation; Group Dynamics; Group Experience; Grouping (Instructional Purposes); Group Instruction; Higher Education; Organizational Development; *Professional Development

The cohort concept has recently been reconsidered in response to pressures for reform in school-leadership preparation programs. A cohort is defined as a group of students who engage in a program of studies together. Surveys sent to 37 institutions across the United States that use cohort models in their

ED 387 877 EA 027 066

Norris, Cynthia J.; Barnett, Bruce
Cultivating a New Leadership Paradigm: From Cohorts to Communities.
PUB DATE- Oct 94
NOTE- 41p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Collegiality; Cooperative Learning; Graduate Students; *Graduate Study; Group Dynamics; Group Experience; *Grouping (Instructional Purposes); Group Unity; Higher Education; Leadership Training; Models; Organizational Development; *Self Directed Groups; *Student Development; Teamwork

This paper explores the use of cohort structures in administrator-preparation programs. The paper considers how cohorts operate effectively as communities and how the cohort promotes the enhancement of the individual. Data were derived from an analysis of the journals of 51 students enrolled in cohort programs at four university sites in California, Colorado, Texas, and Wyoming. Interaction is explored in relation to its effects on collegiality; purpose is viewed as the basis of collaboration. Group interaction and collaboration are shown to be necessary to both individual and group development. Individual growth is explored in relation to transformational leadership, and group growth is discussed as a necessary condition for organizational transformation. Respondents said that the cohort program gave them mutual support and solidarity, which led to increased interdependence. They also reported significant personal growth and enhanced knowledge. The paper presents a cohort model of individual and group development. The group is built on three interacting cornerstones--interaction, purpose, and interdependence. As the group is strengthened, so is the individual. The more empowered the individual member becomes, the more significantly he/she contributes to group development. Cohort programs have great potential for fostering a new leadership paradigm. Four tables and one figure are included. (Contains 39 references.) (LMI)

ED 387 878 EA 027 069

Earthman, Glen I.; And Others
A Statewide Study of Student Achievement and Behavior and School Building Condition.
PUB DATE- Sep 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Council of Educational Facility Planners, International (Dallas, TX, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Discipline Problems; *Educational Environment; *Educational Facilities; Educational Facilities Improvement; High Schools; *School Buildings; State Surveys; *Student Behavior
IDENTIFIERS- *North Dakota

ED 387 896 EA 027 090

Mancino, Julia Speares
Curriculum Policymaking and the Global Economy: The Road Not Taken.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Policy; Educational Trends; Elementary Secondary Education; *Foundations of Education; Futures (of Society); *Policy Formation; Social Stratification; State Action
IDENTIFIERS- *South Carolina

This historical case study examines reasons for the domination of the traditional curriculum in South Carolina education since the turn of the century, although theorists and other scholars have advocated using integrated approaches to meet the changing needs of society. Data were obtained from interviews conducted with 34 state politicians, educational politicians, and representatives of special interest groups; and from analysis of state documents. In the early 1980s South Carolina educational reform centered on a "back to basics" approach that upheld the status quo, with no understanding of the impact of the global, high-technology economy on education. It is argued that the changing economy needs "symbolic analysts," whose educational needs are best met by a inquiry-based approach. Although state policymakers increased the requirements for science and mathematics, the meaning of "science" in a high-technology economy was absent from educational standards. The paper argues that the industrial orientation of the educational reform was an irrelevant, fragmented approach that fostered social stratification and increased the gap between curriculum and the community. It is argued that an integrated, inquiry-based curriculum design is essential to meet the new economic needs of the United States. (Contains 27 references.) (LMI)

ED 387 897 EA 027 091

Convey, John J.
A Profile of Catholic School Boards: Results from the NABE Survey.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Cincinnati, OH, April 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; *Board of Education Role; *Boards of Education; *Catholic Schools; Educational Objectives; Elementary Secondary Education; *Governance; Governing Boards

In her book "Building Better Boards," Sister Lourdes Sheehan listed eight reasons for establishing and fostering Catholic education boards. This paper presents findings of a study that gathered information about boards in different types of Catholic elementary and secondary schools. A national survey of almost 1,400 Catholic schools received 806 completed

ED 387 916 EA 027 112

Fischer, Louis; Sorenson, Gail Paulus
School Law for Counselors, Psychologists, and Social Workers. Third Edition.
PUB DATE- 96
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Child Abuse; *Compliance (Legal); Confidentiality; *Constitutional Law; Discipline Policy; Elementary Secondary Education; *Legal Problems; *Legal Responsibility; Psychologists; Public Schools; Racial Discrimination; *School Counselors; Sex Discrimination; Social Workers; Special Needs Students; Student Evaluation; Student Records; Student Rights

A variety of laws and regulations apply to school counselors, psychologists, and social workers in their work. This book presents information on legal issues of particular interest to counselors, psychologists, and social workers. Each chapter concludes with at least one relevant court case. Ten chapters provide indepth information on the following: (1) the anatomy of the law; (2) confidentiality and the duty to warn; (3) civil and criminal liability; (4) education records and the students' right to privacy; (5) legal issues related to assessing and grouping students; (6) students with special educational needs; (7) behavior control and student discipline; (8) child abuse and neglect; and (9 and 10) rights related to schooling, parts I and II. A topic overview lists questions answered in each chapter. Appendices contain selected constitutional and federal statutes and relevant provisions of the ethical standards from several professional organizations. A glossary and subject-author index are included. (LMI)

ED 387 917 EA 027 113

Ravitch, Diane, Ed.
Debating the Future of American Education: Do We Need National Standards and Assessments?
PUB DATE- Oct 95
NOTE- 182p.; Report of a conference sponsored by the Crown Center on Education Policy at the Brookings Institution.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Educational Assessment; *Educational Objectives; Educational Policy; Elementary Secondary Education; Evaluation Criteria; National Competency Tests; *Standards; *Student Evaluation; Test Norms

On May 18, 1994, a groups of scholars, policymakers, educators, and interested observers met at the Brookings Institution in Washington, D.C., to analyze a relatively new phenomenon in American education--national standards and assessments. The discussion took place a few weeks after Congress enacted Goals 2000: Educate America Act, the Clinton Administration's program to create state and national education standards. This book

ED 387 935 EA 027 135

Amsler, Mary
Choice Heats Up. Policy Update Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Elementary Secondary Education; Equal Education; Free Enterprise System; Magnet Schools; Open Enrollment; *School Choice; *State Legislation

This update provides an overview of school-choice models and issues as they were defined in 1992. It describes how intra- and inter-district programs work and the factors that contribute to the effectiveness of a choice plan. Tensions in the choice debate center around the issues of diversity versus commonality, competition versus efficiency, and access versus equity. Legislative initiatives passed or being considered by the following western states--Arizona, California, Nevada, and Utah--are described. Many researchers have pointed out that choice cannot be viewed as the answer to the complex problem of school reform. Because choice is not a low-cost reform effort, it must be linked to other improvement strategies and offer families genuine choice. (LMI)

ED 387 936 EA 027 136

Charter Schools...What Are They Up To? A 1995 Survey.
PUB DATE- Aug 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; Educational Finance; Educational Objectives; Elementary Secondary Education; *Institutional Autonomy; Public Schools; School Demography; *School Restructuring; State Action; *State Legislation

This booklet presents findings of a study that gathered information about charter schools. Representatives of more than 170 public charter schools were surveyed by mail, telephone or at national and regional meetings. Approximately 120 surveys were returned by representatives of 110 charter public schools in seven states--California, Colorado, Massachusetts, Michigan, Minnesota, New Mexico, and Wisconsin. Findings indicate that most charter schools were small; the mean size was 287 students. Two-thirds of the schools were designed to serve a cross-section of students, and 56 percent were designed to serve at-risk students. The most frequently cited academic focus was "integrated interdisciplinary curriculum," followed by "technology" and "back to basics." The most common methods of reporting student progress included standardized tests, student portfolios, parent surveys, and student demonstrations of mastery. The biggest barriers to starting a charter school were lack of startup funds, finances, and problems with facilities. Respondents offered the following advice to those considering operating a charter school: (1) establish a clear vision and mission; (2) allot plenty of time for planning; and (3) be prepared to work hard. They also urged legislators to provide sufficient autonomy for the schools via contracts with

ED 387 953 EC 304 307

Boone, Randall; Higgins, Kyle
Hypertext and Hypermedia: Applications for Educational Use. Year 2 Monograph.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 77p.; For related documents, see EC 304 303-306.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Educational Media; High Schools; *Hypermedia; *Instructional Effectiveness; *Learning Disabilities; Mainstreaming; Material Development; Reading Materials; Slow Learners; *Study Guides
IDENTIFIERS- Apple Macintosh; *HyperCard

This report presents information on the second year of a 3-year project to develop hypertext computer study guides and to study their use by secondary students, including remedial students and those with learning disabilities. The first section provides an introduction to hypertext, what it is, how it is structured, and how it compares with traditional text. The second section explains the development of hypertext lessons using the HyperCard operating system and authoring environment for the Macintosh computer. It addresses principles and provides instructions for developing a hypertext template and hypertext document. The third section reports on two studies of hypertext materials. The first study used hypertext study guides in ninth grade social studies classes and focused on 15 regular education students, 10 students with learning disabilities, and 15 remedial students. The second study used the study guides with the lowest achieving students of the first study. Results of both studies indicated that students receiving only the computer study guide treatment performed better than students receiving only classroom lecture or receiving both lecture and computer study guide. Posttest and retention test scores were higher for regular, remedial, and learning-disabled students after having used the hypertext computer study guide. (Contains 17 references.) (DB)

ED 387 954 EC 304 308

Colorado Special Education Administrative Decisions 1992-. Supplement.
PUB DATE- 24 May 95
NOTE- 152p.; For the original compilation, see ED 359 710.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Ancillary School Services; Case Studies; Compensatory Education; Compliance (Legal); Confidentiality; Decision Making; *Disabilities; Discipline Policy; *Due Process; Educational Administration; Elementary Secondary Education; Extended School Year; *Grievance Procedures; *Hearings; Individualized Education Programs; Lawyers; *Legal Responsibility; Mainstreaming; Opinions; Preschool Education; Private Schools; Residential Schools; *Special Education; Student Evaluation;

ED 387 972 EC 304 326

Gottlieb, Barbara W.
Gender Differences in Cognitive Profiles among Urban Children Placed in Special Education.
PUB DATE- 87
NOTE- 17p.; Light, broken print may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Cognitive Ability; *Disabilities; Elementary Education; *Incidence; Intelligence Tests; *Learning Disabilities; Profiles; Scores; *Severity (of Disability); Sex Bias; *Sex Differences; Special Classes; Student Characteristics; Student Placement; *Teacher Expectations of Students; Urban Areas; Verbal Learning
IDENTIFIERS- Distractibility; Wechsler Intelligence Scale for Children (Revised)

This study examined whether Wechsler Intelligence Scale for Children (Revised) subtest patterns employing Kaufman's classification system differ between male and female elementary grade students receiving special education services. It also examined whether females in special education are more significantly impaired than males, and whether males exhibit more behavior problems. The children (115 males and 215 females) were in grades 2 through 8 in a large urban school district and were all certified for special education, mostly for learning disabilities. Results supported the hypothesis that girls placed in special education obtained significantly lower scores than boys on the Verbal Comprehension factor, thus suggesting that girls placed in special education are significantly more impaired academically. The second hypothesis, that boys in special education classes would show more behavioral difficulties than girls as reflected in lower scores on the Freedom from Distractibility factor, was not supported. The findings are discussed in light of research on attitudes and expectations toward male and female students. (Contains 18 references.) (DB)

ED 387 973 EC 304 327

Rosberg, Merilee
Responsible Inclusion of Students with Disabilities.
PUB DATE- May 95
NOTE- 12p.; Paper presented at the Study Conference on Cued Speech in Malay (Perpustakaan Negara, Malaysia, May 25-27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Legislation; *Educational Methods; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Mainstreaming; Parent Participation; Parent School Relationship; Social Integration; *Student Placement
IDENTIFIERS- Education for All Handicapped Children Act

This paper explores the premise that children with mental and/or physical disabilities should be included in regular education programs whenever possible. Instructional strategies for successful inclusion are discussed and the need for parental and community involvement emphasized. The paper reviews the theory of inclusion; features of the Education for All Handicapped Children Act; principles for implementing classroom

ED 387 992 EC 304 347

White, Linda A.
Acceleration--A Viable Option for Gifted Children.
PUB DATE- 30 Aug 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Academically Gifted; *Acceleration (Education); Access to Education; Age Grade Placement; Early Admission; *Educational Methods; Elementary Secondary Education; Emotional Development; Instructional Effectiveness; *Outcomes of Education; Social Development; Student Placement; Theory Practice Relationship; Underachievement

This review of the literature focuses on research findings concerning the long-term academic, social, and emotional effects of acceleration, as well as the results of non-acceleration, on gifted children. Access to accelerated programs in Canada and the United States was also investigated. The review led to the following conclusions: (1) academic outcomes of acceleration are positive; (2) no carefully executed research has been conducted that has found negative social and/or emotional outcomes of acceleration of gifted children; (3) gifted children who are not intellectually stimulated and challenged may become underachievers and not fulfill their potential; and (4) acceleration is not widely used in Canada or the United States. Especially noted is the widespread opposition to acceleration by educators despite research which clearly finds that their concerns are unfounded. (Contains 30 references.) (DB)

ED 387 993 EC 304 348

Gable, Robert A.; And Others
L'Integration des eleves en difficulte de comportement en classe ordinaire (Preparing To Integrate Students with Behavioral Disorders).
PUB DATE- 95
NOTE- 43p.; For English version, see ED 333 658. Translated by Isabelle Tremblay.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Translations (170),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Behavior Disorders; Child Advocacy; *Educational Administration; *Educational Methods; Elementary Secondary Education; Foreign Countries; Generalization; *Inclusive Schools; Interpersonal Competence; *Mainstreaming; Regular and Special Education Relationship; Social Integration; Student Evaluation; Student Placement; *Teacher Responsibility; Teacher Role

This booklet, in French, reviews the literature and offers guidelines to assist in the integration of students with behavioral disorders into mainstream settings and in the delivery of appropriate instructional services to these students. In Part 1, Robert A. Gable and Virginia K. Laycock offer practical advice on how principals, other administrators, and program coordinators can facilitate the integration of students with behavioral disorders. Chapters cover:

ED 388 010 EC 304 365

Patton, James R., Ed.; Polloway, Edward A., Ed.
Learning Disabilities: The Challenges of Adulthood.
PUB DATE- 96
NOTE- 303p.; Portions of this material appeared in the "Journal of Learning Disabilities," volume 25, numbers 7 and 8, 1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Access to Education; *Adult Development; *Adults; Behavioral Science Research; College Students; Coping; *Educational Attainment; Educational Opportunities; Educational Resources; *Education Work Relationship; Employment Opportunities; *Learning Disabilities; Neuropsychology; Outcomes of Education; Performance Factors; Postsecondary Education; Secondary Education; Student Evaluation; Transitional Programs; *Vocational Adjustment; Vocational Rehabilitation

This collection of 13 essays focuses on the many challenges that adults with learning disabilities face in educational, work, and social settings. The essays are: (1) "Adults with Learning Disabilities: An Emerging Area of Professional Interest and Public Attention" (James R. Patton and Edward A. Polloway); (2) "Adult Development Theories: An Overview and Reflection on Their Relevance for Learning Disabilities" (J. David Smith); (3) "Transition of Youth with Learning Disabilities to Early Adulthood" (Ginger Blalock); (4) "The Postschool Adjustment of Persons with Learning Disabilities: Current Status and Future Projections" (Warren J. White); (5) "Learning Disabilities and Vocational Rehabilitation" (Carol A. Dowdy and others); (6) "Promoting Access, Accommodations, and Independence for College Students with Learning Disabilities" (Loring C. Brinckerhoff and others); (7) "Assessing Students with Learning Disabilities in Postsecondary Education Settings" (Melissa Behrens-Blake and Brian Bryant); (8) "The Success of College Students with Learning Disabilities: Factors Related to Educational Attainment" (Susan A. Vogel and Pamela B. Adelman); (9) "Identifying Alterable Patterns in Employment Success for Highly Successful Adults with Learning Disabilities" (Paul J. Gerber and others); (10) "Current and Future Research Priorities" (Anna Gajar); (11) "The Neurobiology and Neuropsychology of Adult Learning Disorders" (Erin D. Bigler); (12) "Personal Perspectives" (Edward A. Polloway and others); and (13) "Resources for Adults with Learning Disabilities" (Diane Bassett). Each essay contains a list of references. (MDM)

ED 388 011 EC 304 366

Sheffield, Linda Jensen
The Development of Gifted and Talented Mathematics Students and the National Council of Teachers of Mathematics Standards. Mathematics Research-Based Decision Making Series 9404.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; *Academically Gifted;

ED 388 027 EC 304 382

Siegle, Del, Ed.; And Others
What Educators Need To Know about...Series. Ability Grouping and Curriculum Compacting and Gifted Students and Cooperative Learning and Mentoring and Student Motivation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 22p.; Some pages are very dark and may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Grouping; Acceleration (Education); Classroom Techniques; *Cooperative Learning; Curriculum Development; Educational Methods; Elementary Secondary Education; *Gifted; *Mentors; *Student Motivation
IDENTIFIERS- *Curriculum Compacting

Five pamphlets (Practitioner's Guides) present guidelines from the National Research Center on the Gifted and Talented at the University of Connecticut. The guidelines are supported by theory-driven quality research that is problem-based, practice-relevant, and consumer-oriented. Each pamphlet has a section summarizing research from the literature or topic notes as well as identifying specific implications for the classroom. Practitioner's Guides are titled: (1) "What Educators Need To Know about Ability Grouping" (Del Siegle, Editor); (2) "What Educators Need To Know about Curriculum Compacting" (Del Siegle, Editor); (3) "What Educators Need To Know about Gifted Students and Cooperative Learning" (Del Siegle, Editor); "What Educators Need To Know about Mentoring" (Diana Whitton and Del Siegle, Editors); and (5) "What Educators Need To Know about Student Motivation" (Pamela Clinkenbeard and Marcia A. B. Delcourt, Editors). Each pamphlet contains references. (DB)

ED 388 028 EC 304 383

Plucker, Jonathan A., Ed.; And Others
Fostering Creativity and Elementary School Programs in Gifted Education and Student Portfolios. What Educators and Parents Need To Know About...Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Development; *Creativity; Educational Environment; Elementary Secondary Education; *Gifted; Parent Role; *Portfolio Assessment; *Special Programs; Teacher Role

Three pamphlets (Practitioner's Guides) present guidelines from the National Research Center on the Gifted and Talented at the University of Connecticut. The guidelines are based on theory-driven quality research that is problem-based, practice-relevant, and consumer-oriented. Each pamphlet has a section summarizing research from the literature or topic notes as well of program planners that adults who decide to participate in the educational activity will know when and where to seek out academic support services by themselves, although recent research on adults and self-directedness would contradict this belief. This dilemma can be prevented if academic and support service portions of the program are developed together in order to help the program succeed from both the organization's perspective and the learners' perspective. (Contains 11 references.) (KC)

ED 387 588 CE 069 731

Charters, Alexander N., Comp.
Syracuse University Resources for Educators of Adults. A. Photographs in Adult and Continuing Education; B. Descriptive Subject Headings.
PUB DATE- Sep 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Adult Basic Education; Adult Education; *Archives; *Continuing Education; *Educational History; Higher Education; *Library Collections; *Photographs; *Subject Index Terms
IDENTIFIERS- *Syracuse University NY

This document catalogs the photographs in the adult and continuing education collection at Syracuse University. The following materials are included: photographs and other materials received from the Fund for Adult Education in 1970; the archives of the continuing education programs at Syracuse University, the papers of educators of adults at the University; and photographs from other offices of the university such as public relations. The document also lists the descriptive subject headings that were developed in the early years of the Library of Continuing Education at the university, with a few modifications. These descriptive headings contain the following main categories: general; accreditation; administration; agencies; communications; comparative; counseling; evaluation; distance education; finances; foundations; futures; history; instruction; international; learning; legislation; policy and planning; programs; and program development. Short definitions are provided for each of the headings, and subheadings are also included. (KC)

ED 387 589 CE 069 733

Charters, Alexander N.
Adult and Continuing Education Research Collection at Syracuse University.
PUB DATE- Sep 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Adult Basic Education; *Adult Education; *Archives; Books; *Continuing Education; *Educational History; Higher Education; *Library Collections
IDENTIFIERS- *Syracuse University NY

This bibliography provides information about the Adult and Continuing Education Research Collection at Syracuse University. The citations are categorized as follows: (1) descriptions of adult and continuing education research

Use; Learning Activities; Lesson Plans; *Natural Resources; Off Farm Agricultural Occupations; Outdoor Education; Recreational Activities; Safety; Secondary Education; Tests; Water Resources; Wildlife Management

These student and teacher guides are designed for a secondary-level course in natural resources that focuses on renewable and nonrenewable natural resources, methods of protecting the environment, and the various careers and technologies available in the natural resources area. The following topics are covered in the course's 10 units: outdoor safety and first aid, natural resources and conservation, water resource management, land management, air resource management, energy resources, forestry, wildlife management, wildlife habitats, and outdoor recreation. Each unit in the student edition contains some or all of the following: objective sheet, information sheets, student handouts, assignment sheets, and job sheets. Included in the teacher edition are the following: lists of academic and workplace skills and competencies; competency profile; instructional task analysis; table correlating course tasks with related academic and workplace skill groups/skills; equipment and materials list; list of 66 references; and course units. Each unit in the teacher edition contains some or all of the following: suggested activities; answers to assignment sheets and written tests; written test; unit evaluation form; teacher supplements; and transparency masters. (MN)

ED 387 607 CE 069 932

Crummett, Dan
Introduction to Natural Resources: Advanced Applications.
PUB DATE- 96
NOTE- 141p.; For related "Teacher Edition" and "Student Edition," see CE 069 931.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Air Pollution; Behavioral Objectives; *Competency Based Education; Conservation (Environment); *Data Analysis; *Data Collection; Education; Energy Conservation; *Environmental Education; Equipment Utilization; First Aid; Forestry; Habitats; Job Skills; Land Use; Learning Activities; Measurement Equipment; Measurement Techniques; *Natural Resources; Off Farm Agricultural Occupations; Outdoor Education; Recreational Activities; Safety; Secondary Education; Teaching Guides; Water Resources; Wildlife Management

This guide, which is designed for use with student and teacher guides to a 10-unit secondary-level course in natural resources, contains a series of student supplements and advanced assignment and job sheets that provide students with additional opportunities to explore the following areas of natural resources and conservation education: outdoor safety and first aid, natural resources and conservation, water resource management, land management, air resource management, energy resources, forestry, wildlife management, wildlife habitats, and outdoor recreation. Among the topics covered in the student supplements and the advanced assignment/job sheets are the following: interpreting material safety data sheets, making/using compost, tracing routes of recyclable products, analyzing current reports concerning natural resources and conservation conflict areas, calculating maximum contaminant levels and lifetime health advisories, drawing conclusions from water measurements, identifying ways of reducing water the study population. Analyses of the earnings growth experienced by workers who began working in the service, retail trade, and food service sectors before 1984 demonstrated real earnings increases by 1991 of up to 169%, 185%, and 470%, respectively. Workers who began working in 1984-1987 showed roughly two-thirds as much earnings growth as prior groups of work force entrants. Further analysis established that even when the relatively low entry-level wages of service industry workers compared to the entry wages of workers in manufacturing/heavy industry are taken into account, entry-level service and retail trade workers improve their economic status in absolute and relative senses. It was concluded that welfare reform should not be predicated on the notion that the entry-level wages offered in the industries where those leaving welfare can find employment are the only wages those workers can ever expect. (Eleven tables/figures are included. Appended are data about private sector entrants in 1975-1991.) (MN)

ED 387 626 CE 069 998

Brandon, Peter D.
Jobs Taken by Mothers Moving from Welfare to Work and the Effects of Minimum Wages on This Transition.
PUB DATE- Feb 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Economic Impact; Educational Attainment; Employed Parents; Employment Level; Employment Opportunities; *Employment Patterns; *Entry Workers; Labor Economics; Labor Market; *Minimum Wage; *Mothers; Poverty; Public Policy; *Salary Wage Differentials; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Survey of Income and Program Participation; Welfare to Work Programs

The potential effects of raising the minimum wage on the earnings of mothers moving from welfare to work were examined by analyzing the differences that existed in the late 1980s in the various states' minimum wage rates and data from three waves of the Survey of Income and Program Participation for the years 1985-1990 (during which time 13 states had minimum wages set above the federal level). Increases in the minimum wage were found to have had significant negative effects on the work patterns of mothers receiving Aid to Families with Dependent Children. Half the welfare mothers residing in states that did not raise their minimum wage reported working at some time during the 6 years studied versus only 40% of the welfare mothers in states that had raised their minimum wage. Increasing the minimum wage resulted in a 44% longer duration on welfare. It was concluded that increases in the minimum wage intensify competition for low-skill, low-wage jobs. Increases crowd out the least skilled workers, including mothers attempting to leave welfare, by raising the educational qualifications for marginal workers to high school graduation. (Contains 11 tables and 60 references. Appended are definitions of variables used in the tables and information about the state minimum wage panel data set.) (MN)

ED 387 627 CE 070 001

Survey of Service Employees.
SPONS. AGENCY- Employment Policies Inst. Foundation, Washington, DC.
PUB DATE- Feb 92

The Changing Role of Vocational and Technical Education and Training (VOTEC). Vocational Education and Training for the 21st Century: Opening Pathways and Strengthening Professionalism. VOTEC as an Investment and the Mobilisation of Human and Financial Resources. Issues and Questions for Working Group III.
PUB DATE- Nov 94
NOTE- 24p.; Discussion paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Developed Nations; Educational Finance; Educational Needs; *Educational Practices; *Education Work Relationship; Enrollment Trends; Foreign Countries; Futures (of Society); *Job Skills; Labor Market; Postsecondary Education; Public Policy; Secondary Education; *Skill Development; Technical Education; *Vocational Education
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development

In preparation for a conference held in Paris, France, in November 1994, the Organisation for Economic Cooperation and Development launched a 5-year program that involved 20 countries studying the changing role of vocational and technical education and training (VOTEC). A synthesis of national studies was prepared on three related issues: (1) the implications and information requirements of viewing VOTEC within an investment framework; (2) the main features of existing institutional and other incentive structures for investing in VOTEC; and (3) using public policies to improve existing incentive structures to ensure a maximum of efficiency and effectiveness in the financing and provision of VOTEC. The study suggested that, despite the massive and increasing amounts of public and private expenditure on education and training in highly industrialized and also in industrializing and developing countries, there is a scarcity of clear evidence balancing the costs of and returns to such investment. To a large degree, this lack of evidence of returns to human capital is due to the very heterogeneous nature of the societal and private benefits derived from education and training and the long time periods over which the benefits accrue. Additionally, the study noted that the job market requires increasingly higher-level and less job-specific skills (more professionalism) and questions who should pay for these skills: the employer as formerly the case in job training, or the individual and society as is the case in traditional education? (KC)

ED 387 647 CE 070 026

Dercksen, Willem
The Changing Role of Vocational and Technical Education and Training (VOTEC). Vocational Education and Training for the 21st Century: Opening Pathways and Strengthening Professionalism. Strengthening the Knowledge Base of Vocational and Technical Education and Training. Issues and Questions for Working Group IV.
PUB DATE- Nov 94
NOTE- 12p.; Discussion paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris,

DESCRIPTORS- Educational Finance; Federal Legislation; Federal Programs; *Federal State Relationship; Hearings; Postsecondary Education; Program Implementation; *Program Improvement; *State Federal Aid; State Programs; *Vocational Rehabilitation
IDENTIFIERS- Congress 104th; *Proposed Legislation

This document records the oral and written testimony of persons who testified at a hearing on how vocational rehabilitation for persons with disabilities, particularly severe disabilities, can be improved. Witnesses included directors of federal and state rehabilitation services departments, and officials of rehabilitation provider organizations and support groups for persons with disabilities. Some of the points made by the various witnesses were the following: (1) vocational rehabilitation should remain a separate entity and not be merged with general job training because the severely disabled may not be provided with the services they need; (2) the state of Kentucky is providing one-stop job training centers that serve the needs of all people, including those with severe disabilities; (3) some persons have been able to lead productive, professional lives and repay the investment in their vocational rehabilitation through that training; (4) some private groups can provide innovative programs of vocational rehabilitation and increase the choices of those who need the services; and (5) using block grants to states may not necessarily reduce expenses. (KC)

ED 387 663 CE 070 060

Job Training 2000. Recommendations for Improving the Idaho Job Training System.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Agency Cooperation; *Delivery Systems; Educational Needs; Federal Legislation; Federal Programs; Institutional Cooperation; *Job Training; Postsecondary Education; Program Improvement; Secondary Education; State Programs; Vocational Education
IDENTIFIERS- *Idaho; Job Training Partnership Act 1982; Proposed Legislation

In response to proposed federal Job Training 2000 legislation, which called for three elements--skill centers, performance-based certification, and vouchering--a series of six forums were held throughout the state of Idaho in 1992. The forums were conducted by a team of staff from the Departments of Employment, Health and Welfare, and Education, in conjunction with the six private industry councils in the state. About 200 persons, representing employers, program participants, members of various boards and councils, and service providers in the employment and training community, participated. The result of the hearings was that the underlying principles of Job Training 2000 were widely accepted, although there were a number of reservations with the details of the legislation--in particular, the governance structure which was considered to add to the administrative burden, the thought that the legislation detracted from the degree of coordination already in place, and what programs were excluded or included. The discussions on improving the existing service delivery system yielded the most exciting opportunities for partners in the employment and training system. The most widely requested improvement was better information sharing among agencies. The second major focus related to program design issues, reflecting information technician. The guide contains seven sections: (1) systemic curriculum reform philosophy--Ohio's vision of tech prep, the Ohio Tech Prep Path, and six critical components that guide Ohio's tech prep consortia; (2) the TCP (Tech-Prep Competency Profiles) process--the philosophy behind the development of TCPs and the process that yielded this guide; (3) TCP Partners from Industry--a listing of the business, industry, and labor representatives who participated in the development of TCPs within health technologies; (4) TCP Partners from Education--a listing of the secondary and postsecondary educators who participated in the development of TCPs within health technologies; (5) a sample TCP--an actual health technologies TCP from one of Ohio's tech prep consortia; (6) TCP Matrix--definitions for each of the 12 technical occupations within the health technologies cluster and a matrix for use in compiling draft competency lists to develop a Tech-Prep Competency Profile that fits the labor market needs of any consortium; and (7) Essential Competencies--the units that appear in each of the individual occupations as well as in various cluster combinations. The remaining sections of the guide contain both core and specialized units for each of the 12 specific occupations within the health technologies cluster. Contains a 61-item partial health technologies bibliography. (KC)

ED 387 683 CE 070 087

Radiographer.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 68p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Evaluation; Medical Services; Medical Vocabulary; Negligence; Nutrition; Pathology; Patient Education; Pharmacology; Physiology; *Radiographers; Recordkeeping; Risk Management; Safety; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of radiographer, lists technical competencies and competency builders for 18 units pertinent to the health technologies cluster in general as well as those specific to the occupation of radiographer. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; basic pharmacology; patient education; and examinations. Among the competencies specific to the occupation of radiographer are the following: identify characteristics of x-radiation; explain how x-rays are produced; describe effects of radiation on the human

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; *Adult Literacy; Case Studies; Competency Based Teacher Education; Curriculum Guides; *Data Collection; *Evaluation Methods; Foreign Countries; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Literacy Education; Professional Development; *Student Evaluation
IDENTIFIERS- Australia

This professional development program is designed to improve the understanding of Australian personnel working in adult literacy and basic education (ALBE) of the range of approaches and methods used to achieve different evaluation purposes. It is an adaptation of "A Guide to Program Evaluation" (included here), a detailed guide for people working in the ALBE field. The course is composed of six modules. The modules cover the following: introduction to evaluation and an overview of evaluation issues; evaluation approaches and methodologies; information collection alternatives; collecting and analyzing evaluative information; reporting and ensuring outcomes; and good practice in evaluation. Components of each module are as follows: an overview (duration; purpose; pre- or corequisites; summary of content; delivery; learning outcome; assessment criteria, conditions, and method; suggested resources); contents page; presenter's guidelines that provide a detailed description on how to present the units; transparency masters; and handouts. An appendix contains three case studies (evaluations) of ALBE projects that have been rewritten in an easily accessible style to provide examples of how evaluation projects have been conducted. (YLB)

ED 387 700 CE 070 108

Moderation in the Certificates of General Education for Adults. Guidelines for Providers.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- Jun 94
NOTE- 32p.; The Western Metropolitan Regional Council of Adult, Community and Further Education and Adult Migrant Education Service also participated in this project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Degrees (Academic); *Educational Certificates; *Evaluation Methods; Foreign Countries; *High School Equivalency Programs; *Literacy Education; *Standards; *Student Evaluation
IDENTIFIERS- *Australia

This document provides guidelines for the process of moderation and verification of assessments for educators involved in adult education. As used in the education establishment in Australia, "moderation" is the process of ensuring the standardization of assessment. Through the moderation process, assessment procedures conducted in a variety of locations and by a variety of providers can be standardized to maintain the integrity of the credentials awarded. The guide is organized in eight sections. Following the first two sections, which explain what moderation is and the background of its use, the third section provides information on setting up the moderation system. It discusses planning and management issues for providers and includes an operational checklist. The fourth section provides decision making process, such as "Do my career goals require further education?," or "Do I have to qualify for financial support to continue my education at this time?," are provided. Program selection is the major focus of the paper. The following topics are covered: (1) Institutional Size; (2) Institutional Location; (3) Institutional Reputation; (3) Program Offerings; (4) Criteria for Admission; (5) Financial Aid; and (6) Procedures for Application. Each topic discussed basic procedures as well as pros and cons where applicable. (JBJ)

ED 387 720 CG 026 348

Feist, Stanley C.
Marriage & Family Counseling in Mental Health Practice.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counseling; *Counseling Techniques; Counselors; *Family Counseling; Family Environment; Family Life; Family Relationship; Family Structure; *Marriage Counseling; *Systems Approach

Marriage and Family Therapy is an increasingly popular treatment that was almost unknown 50 years ago. Family Therapy has been multidisciplinary from the beginning, drawing practitioners from social work, psychology, psychiatry, nursing, and pastoral and mental health counseling. It is often difficult to get a whole family to arrange schedules so that all may attend therapy simultaneously. This paper briefly describes: the medical model of linear causation of emotional disorder; Family Systems Theory; components of a family system; Structural Therapy; Communications Theory; family treatment techniques; and the narrative approach. Many other theories and techniques exist in the field of family therapy that are not covered here. (JBJ)

ED 387 721 CG 026 367

Hamby, John V.
Straight Talk about Discipline.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adolescents; Children; Classroom Environment; *Classroom Techniques; *Discipline; Discipline Problems; *Educational Environment; Elementary Secondary Education; *School Security; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- Conflict Management; *Disciplinary Styles

This book, using a teacher's perspective, explores the issues behind children's classroom behavior. Adults are seen as the central cause of children's discipline problems, and the need for adults, including the teacher, to take responsibility for themselves and their children's behavior is a key theme here. Outlined are some of the beliefs and behaviors that a teacher must possess for success with discipline, especially with students considered at risk. Insights into how young people related to Adult Children of Alcoholics (ACA) and the notion that they are at increased risk for developing problems with alcohol. The study involved a questionnaire survey of randomly selected university counseling centers in regard to a variety of ACA issues. A total of 102 questionnaires were completed for a return rate of 51%. The questionnaire contained four sections requesting information on: ACA treatment opportunities on campus; information on ACA counseling staff; staff perceptions on the accuracy of Woititz's 13 ACA characteristics; and staff perceptions on the successfulness of their campus' ACA treatments. The study also examined the use of commercially prepared ACA workbooks, most of which contain Woititz's personality characteristics. As a result of the study, college students were identified as appropriate subjects for future ACA research. Counseling center group leaders were overwhelmingly supportive of using Woititz's characteristics and most of them noted that they started ACA groups because of staff interest. Regardless of interpretations of the study's findings, ACA group leaders on university campuses are not conducting their groups in ways consistent with recent research on ACAs. Further research is recommended. Five tables present questionnaire results. (Contains 29 references.) (KW)

ED 387 740 CG 026 519

Walsh, William M.; McGraw, James A.
Essentials of Family Therapy: A Therapist's Guide to Eight Approaches.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Counseling Techniques; Counseling Theories; Counselor Training; Family Attitudes; *Family Counseling; Family Problems; *Group Therapy; Marriage Counseling; Therapy

This book provides a comprehensive overview of a number of popular approaches to family therapy, pointing out the similarities and differences in various approaches. It opens with a brief overview of family therapy models. The following eight chapters discuss eight separate models of therapy: (1) Communication/Validation Family Therapy; (2) Bowenian Theory; (3) Structural Family Therapy; (4) Strategic Family Therapy; (5) Milan Model of Family Systems Therapy; (6) Solution-Focused Brief Family Therapy; (7) Adlerian Family Therapy; and (8) Integrative Family Therapy. Each chapter uses the same format to present the philosophy, goals, theoretical tenets, therapeutic process, and techniques of the most frequently used family therapy models. Additionally, the background of family therapy theorists, references to primary source books, and research findings are included in each chapter to promote thought and discussion among students. A final chapter offers descriptive summaries of seven additional family therapy approaches and provides references to additional resources. The text also includes an index. This book is designed for both beginning and advanced marriage and family therapy students and also for novice practitioners who need to review for licensing exams. (KW)

ED 387 741 CG 026 520

distress of the client); (2) the anxiety of the supervisee and supervisor toward the client and toward supervision (i.e., toward each other); (3) self-ratings of competence by the supervisee and supervisor; (4) amount of supervision provided to the supervisee; and (5) supervisors' years of supervision experience. Structure (i.e., communication and relationship patterning) was operationalized as the degree of "non-randomness" (absence of entropy) in the verbal responding of the supervisor and supervisee. Forty-four actual counseling supervision dyads were analyzed through transcriptions of taped supervisory sessions. Multivariate procedures were used to examine factors contributing to the structure of supervisory sessions and the structuring influences of the supervisor and supervisee. Results suggest that supervisor-supervisee interaction may be less structured than generally thought, and that anxiety, skill, and experience variables play a negligible role in influencing the amount of structure that does occur. Supervisor sex was found to be a reliable predictor of whether the supervisor or supervisee had the greater influence on the supervision structure. Contains 36 references. Five tables present statistical analysis results. (Author/JBJ)

ED 387 760 CG 026 568

Armijo, Eduardo J.; Yount, Darrell E.
Readiness To Learn Project: End of Year Report.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jun 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activities; At Risk Persons; Case Studies; Caseworkers; Disadvantaged; *Disadvantaged Youth; Elementary Secondary Education; Family Life; *Family Problems; Family Programs; *Family School Relationship; *High Risk Students; Intervention; Learning; *Learning Motivation; Outcomes of Education; Program Descriptions; Program Design; *Program Evaluation; School Districts
IDENTIFIERS- Washington

This report outlines the Quillayute Valley Child and Family Consortium's End of Year Readiness to Learn program activities, including outcomes through May 1995. The program was established in part by the Washington State Readiness to Learn Initiative, designed to help children benefit from schooling by enabling schools and social services organizations to work together in providing comprehensive services. The central goal of this local program was to meet the needs of at-risk or disadvantaged children and families, creating an environment where students would be more "ready to learn" while in school. Family Service Advocates carried out case management activities to meet this goal. Interventions applied were in areas of domestic violence, child abuse, substance abuse, inadequate health care, teen pregnancy, mental health, and school dropout rates (especially for Hispanics and Native Americans). A decrease in teenage pregnancy, a decrease in the high school dropout rate, improved "on time" graduation rates (including Native American students), and increased enrollment rates for school aged Hispanics were some of the program benefits. Included in the report are activities and outcomes which occurred during 17 months of project activities and forms used to collect data. Two case studies are provided. (Author/JBJ) and emotion of other people's feelings; (6) synergies--appreciating the combined energies and talents of other people; and (7) sharpening the saw--weekly renewal in the form of exercise and eating well. (An annotated bibliography of additional sources on effectiveness is appended.) (TB)

ED 387 779 CS 012 273

Rosberg, Merilee
Young Children and Literacy Development.
PUB DATE- May 95
NOTE- 12p.; Paper presented at the Study Conference on Cued Speech in Malay (Perpustakaan Negara, Malaysia, May 25-27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Developmental Stages; Early Childhood Education; *Literacy; Parent Participation; Reading Aloud to Others; Reading Writing Relationship; *Young Children
IDENTIFIERS- *Emergent Literacy; Literacy as a Social Process

Learning to read and write is a social as well as a cognitive undertaking, and children are literally driven to learn language because of their need to communicate. Just as children go though stages in learning to talk, they go through similar stages when learning to read and write. Literacy learning is also rooted in the culture of the child and in the family. Today, educators talk about emergent literacy curricula which focus on meaningful experiences with print. Children as writers learn about the recurring, generative, and flexibility principles and pass through "sign and message" and constructive stages of writing development. Reading aloud to children, independent reading on a daily basis, and literature study groups are some of the many ways to involve children in literacy experiences. There are many opportunities at home and at school for parents and teachers to promote literacy. Dramatization is another way to expand children's use of language. Parents and teachers need to know that children understand a lot about literacy through daily interaction with people around them. Parents and educators can build on children's desire to learn and encourage them as they learn to be effective communicators. (Contains 12 references.) (RS)

ED 387 780 CS 012 274

Easley, Jackie
Effective Phonics Instruction. Literacy Report No. 21.
PUB DATE- Nov 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Instructional Effectiveness; *Phonics; Primary Education; *Reading Comprehension; *Reading Instruction; Teacher Behavior; Teacher Role
IDENTIFIERS- *Context Dependence

Phonics instruction alone cannot fully develop students' ability to comprehend a text or story. Reading instruction should emphasize students interaction with print, compensating for lower level skills with higher level skills, and gaining meaning and knowledge throughout the process. Too often, middle class, suburban community, located in Rockford, Illinois. Writing deficiencies were documented through data gathered from norm referenced tests, quality and quantity of assignments completed, reviews of student portfolios, and a student survey. Analysis of probable cause data revealed that students had not had adequate instruction in the different types of writing nor in the steps of writing. These students also had low expectations and did not see themselves as writers. They had not had the opportunity to reflect on their writing in a meaningful way. A review of solution strategies suggested by professionals in the writing field, combined with an analysis of the problem setting, resulted in implementing authentic writing units, introducing a writers' workshop, having each student keep a writer's portfolio, allowing for frequent teacher/student conferences and self-assessment, and setting up peer critiquing. Evidence showed that students, as a whole, improved in their writing ability. The quantity, quality, and variety of writing increased as evidenced by improved test scores on standardized tests and teacher observation of writing samples. The amount of writing that students produced increased as measured by counting the number of completed pieces in students' collections of their written work. (Contains 35 references, and 5 tables of data. Appendixes contain survey instruments, an editing checklist, and a writing rubric.) (Author/SR)

ED 387 802   CS 215 058

Shipman-Campbell, Alice
Increasing Secondary African American and Latino Students' Opportunities To Critically Read, Think, and Write about Cultural and Gender Diverse Literature.
PUB DATE- 95
NOTE- 73p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Students; *Critical Reading; Critical Thinking; Cultural Differences; *English Curriculum; Feminism; Grade 11; High Schools; *Multicultural Education; *Student Needs; Writing (Composition)
IDENTIFIERS- African Americans; *Ethnic Literature; Gender Issues; Latinos; *Response to Literature

The goal of this practicum was to increase the opportunities of secondary African American and Latino students to critically read, think, and write about literature that was diverse both in terms of culture and gender. Although the students (61 students in grade 11) had completed 2 years of high school English classes, the overwhelming majority of them said they had been given virtually no opportunity to read literary works by culturally diverse authors or by authors of different genders; further, they had not read works that address subjects concerning culture or gender. During the 9-month practicum period, strategies were effectively employed that enhanced the students' abilities to critically read, think, and write about literature and life. By using teaching styles and activities that were congruous with the students cultural learning style, a nurturing, supportive classroom environment was created that promoted students' interests in improving their integrated skills and desire for academic success. The outcomes of the practicum were positive. The students were given several opportunities to read literary works by African American, Latino/Mexican, and female authors. In so doing, the students has dual goals: to improve written and oral communication skills and to improve global business communication skills. Thus an opportunity exists to create projects that require graduate students to learn about other countries and other peoples. A project--writing a business plan for starting a business in a foreign country--was developed and tested in 1994 and 1995. The project can be adapted to a variety of other graduate courses depending on instructor emphasis. With collaborative projects, broad topics can be assigned without sacrificing depth. And of course collaborative writing methods are also taught. Upon completion of the course, students are expected to be able to: (1) gather, interpret and organize information; (2) write effect objectives, abstracts, reports and proposals; (3) present a long, cooperative oral presentation; and (4) use technology to enhance communication effectiveness. The procedures and guidelines for setting up the project are crucial. For instance, the instructor should choose the teams because when left to themselves, students will form groups according to convenience or level of competence. i.e., poor students will form groups with other poor students perhaps because they feel comfortable working together. Evaluation procedures can also make a considerable difference in outcomes; process and product evaluation are recommended. The process evaluation includes minutes from all group meetings, individual student logs documenting individual contributions, and confidential evaluations by fellow team members. Product evaluation includes grading a final written report, an oral report, letter and memo heads, and the sales letter. (Appendixes include project guidelines, a student questionnaire, and a team evaluation form.) (TB)

ED 387 820   CS 215 088

Philips, David
Study 6: Using the Word Processor To Develop Skills of Written Expression. Final Report. Evaluation of Exploratory Studies in Educational Computing. Study 6.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Computer Uses in Education; Foreign Countries; *Instructional Effectiveness; Intermediate Grades; *Skill Development; Student Attitudes; *Word Processing; Writing Attitudes; *Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- New Zealand (South Island); *Writing Development

An 18-month study examined the impact of word processors on the teaching and learning of writing in an area school on the South Island of New Zealand, with a special focus upon the writing development of 9 primary school children ranging in age from 8 years 11 months to 11 years 8 months. A wide range of data was collected on each pupil, including test scores, responses to questionnaires on writing and the use of the word processor, diary comments, and notes from formal observations. The teachers also maintained diaries, and regular meetings each term were held by the researchers and teachers to discuss progress with the study. Pupils' writing samples, both handwritten and word processed, in draft and in final form, were gathered regularly and analyzed by experienced classroom teachers. Results indicated that most of the case study pupils improved their writing, but the pattern of development varied

The overall pattern of research findings indicates a positive association between television violence and aggressive behavior. The first congressional hearing on television took place in 1952, when the House Committee on Interstate and Foreign Commerce investigated television entertainment to ascertain if it was excessively violent and sexually provocative and whether it had pernicious effects. Investigations of television have continued since then. Research also supports the conclusion of a causal relationship between television violence and aggressive behavior. Networks could police their programming, but this rarely happens, since they do not seem to recognize the relationship between violence and aggression. Since parents bear a major responsibility for the training, education, and socialization of their children, their role in examining what children are watching and in intervening, if necessary, is very important. Teachers can also help by teaching critical viewing skills to show students that: plots are made up, characters are actors, programs are broadcast to make money, and programs are subsidized by advertisers selling products. Parents and teachers can work together to teach children to view television critically and literately. (Contains 28 references.) (TB)

ED 387 840   CS 509 041

Crump, Charla A.
Motivating Students: A Teacher's Challenge.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Sooner Communication Conference (6th, Norman, OK, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Motivation Techniques; *Speech Communication; *Student Attitudes; *Student Motivation; *Student Needs; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Teaching Styles
IDENTIFIERS- *Communication Strategies; Maslow (Abraham); Teacher Immediacy

Motivation can be defined as exciting the mind of the student to receive the instruction. Excitement, interest, and enthusiasm toward learning are the primary objectives in motivation. College professors need strategies to reduce student boredom and enhance student motivation. Students will learn what they want to learn and will have difficulty learning material that does not interest them. The understanding of motivational theory centers on the work of the psychologist, Abraham Maslow. Maslow's (1943) view of motivation is based on a hierarchy of needs, structured from the lowest to the highest: (1) basic physiological needs, (2) security and safety, (3) social affiliation, and (4) esteem and self-actualization. College professors need to take these student needs into consideration when planning their motivational strategies. According to J. P. Raffini (1993), unless students have adequately satisfied their biological needs for food, water, sleep, and temperature regulation, it is unlikely that they will become interested in the division of fractions or the rhyme scheme of a Shakespearean sonnet. Through teacher-student interaction, college professors can become aware of the physiological needs of the students that are not being met. Strategies particularly applicable to communication courses would include the following: (1) getting to know students personally; (2) using a administrator-preparation courses elicited 23 returns. Ninety-six percent reported that they had fully implemented the cohort concept in their programs. Many of the responding institutions used instructional strategies that encouraged the development of student responsibility for learning the development of common purpose. Faculty had developed varied activities to stimulate meaningful social interaction. Most of the cohort programs used a variety of self-assessment and diagnostic inventories and emphasized individual and group development. In anecdotal reports, students report a sense of belonging, new opportunities for collaboration and networking, a sense of professional confidence, and improved reflective-thinking abilities. Faculty reactions are mixed; however, some faculty report that teaching cohorts provides them with opportunities for collaboration with colleagues, new instructional techniques, closer student-faculty relationships, and ultimately improved academic and professional guidance for students. (Contains 17 references.) (LMI)

ED 387 859   EA 027 046

McArthur, Edith; And Others
Use of School Choice Educational Policy Issues. Statistical Perspectives. Revised.
PUB DATE- Jun 95
NOTE- 5p.; Replaces ED 384 096.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Parent Attitudes; *Parent Influence; Parent Role; *Private Schools; *Public Schools; *Satisfaction; *School Choice

Since the late 1980s, school choice has become a popular education reform strategy. The National Household Education Survey 1993 (NHES:93), a survey of the National Center for Education Statistics (NCES), provides national data on school choice. The survey asked parents of children in grades 3-12 whether their child attended a private school or a public school that was their "regularly assigned" school or a "chosen" school. Findings indicate that in 1993, one-fifth of children attended schools other than their assigned public school. Black students were more likely than white students to attend a school selected by their families (23 percent compared to 19 percent). The primary reason cited by parents for selecting the school attended by their child (public or private) was academic. Among those who chose a public school, the most important reasons were special academic courses and convenience; among those who selected a private school, it was religious/moral reasons. Overall, over 80 percent of parents had positive perceptions of the schools their children attended. Among those parents whose children attended private schools, over 90 percent had positive perceptions. Children living in urban areas were twice as likely as children outside urban areas to be enrolled in a school chosen by their parents. Finally, parents with higher levels of education and income were more likely than other parents to place their children in private schools. Two tables are included. Contains two references. (LMI)

ED 387 860   EA 027 047

Anderson, Judith
Who's in Charge? State Differences in Public School Teachers' Perceptions of Their Control over Determining Curriculum,

Almost every educator would agree that a well-maintained school building is essential for a proper learning environment. This paper presents findings of a study that examined the relationship between student achievement/behavior and school-building condition. A survey sent to all high schools (n=199) in North Dakota elicited responses from 120 principals, a 60 percent response rate. The Comprehensive Test of Basic Skills was used as a measure of student achievement and the numbers of disciplinary incidents as an indicator of student behavior. School-building condition was measured by principals' responses to an evaluative instrument. Findings indicate that a positive relationship existed between student achievement and building condition and between student behavior and school condition. Study results were compared with other studies that used similar methodologies with different populations. The data support the hypothesis that there is a positive relationship between student achievement/behavior and school environment. Three figures and 10 tables are included. (LMI)

ED 387 879 EA 027 070

Scroggins, Gary V.; Karr-Kidwell, PJ
Implementation of Block Scheduling in a Four-Year High School: A Literary Review and a Handbook for Administrators, Teachers and Parents.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Cultural Differences; *Flexible Scheduling; High Schools; Organizational Change; Productivity; Public Relations; *School Restructuring; School Role; *School Schedules; *School Support; *Time Blocks
IDENTIFIERS- *Block Scheduling

High schools today face problems of culturally diverse student populations, diversity of student learning styles, and a growing public perception that high schools do not adequately prepare their graduates for either work or college. This paper offers an extensive review of literature on block scheduling as well as a handbook for gaining support for implementing block scheduling at a 4-year high school. It provides tips for moving to a schedule of 90-minute block classes that provide the time needed for student-centered instruction, which is essential for meeting the needs of students in today's global society. The handbook is comprised of six sections, the first of which contains an annotated bibliography of five items--a journal article and four Educational Resources Information Center (ERIC) documents on block scheduling. Sections 2 through 5 present strategies for building support among the teaching staff, students, parents and community members, and the school board. A chronology of steps and a timeline for block scheduling are provided in the sixth section. (Contains 47 references.) (LMI)

ED 387 880 EA 027 071

House, Jess E.
The Site-Based Management Program at Ottawa River, Raymer, and Westfield Elementary Schools. Interim Evaluation Report.

questionnaires, most of which (92 percent) were completed by principals. Respondents assigned a grade of "A" to 25 percent of the boards and a "B" to 44 percent. Boards spent the majority of their time on the following issues--budget and finance, development and funding, planning, policy, and marketing/public relations/recruitment. Their five most important accomplishments were reported to be development and fund raising, financial stability, long-range planning, building upgrade, and marketing/public relations/recruitment. Effective boards took ownership of issues, developed and defended policy, offered financial advice, enabled strategic planning, and served as a good public-relations resource. Boards provided an opportunity to involve the laity, particularly parents of children in Catholic schools. It is recommended that boards and other governance structures help principals achieve the levels of spiritual, educational, and managerial leadership expected of a Catholic school administrator. Fourteen tables are included. (LMI)

ED 387 898 EA 027 092

Gardner, Dan
Improving Our Schools 1995: The First Annual Report of Student and Parent Perspectives on Broward's Public Schools.
SPONS. AGENCY- Broward County School Board, Fort Lauderdale, Fla.
PUB DATE- Apr 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Parent Attitudes; Parent Participation; *Parent School Relationship; *Public Schools; *Satisfaction; School Safety; *Student Attitudes; *Student School Relationship; Substance Abuse; Surveys; Teacher Effectiveness
IDENTIFIERS- *Broward County Public Schools FL

This report summarizes findings of a survey conducted by the School Board of Broward County, Florida, to determine students' and their parents' perceptions of the district's 169 elementary and secondary schools. Out of a sample of 139,436 students and 147,789 parents, a total of 125,822 students and 26,276 parents responded. The survey gathered information in the following categories--instructional programs; school work and teaching; teaching processes; parent communication and involvement; student supervision; student support; student safety to and from school; student safety at school; weapons, gangs, drugs, and alcohol at school; physical harm and threats at school; neighborhood safety; and satisfaction and school cleanliness. Some of the findings include: (1) 56 percent of the students and 69 percent of the parents reported favorable perceptions of instructional programs related to mathematics, science, social studies, and language arts; (2) about 76 percent of parents said that teachers "always" or "usually" did a good job teaching their child; (3) parents of elementary school children held more favorable views than did those of secondary students toward instructional programs, teaching, and school-parent relations; (4) 6 percent of elementary students and 18 percent of secondary students reported that students "always" or "usually" carried weapons to school; and (5) higher percentages of students than parents reported that they had knowledge of student drug/alcohol use, gang membership, and student possession of weapons. Appendices contain 12 tables, 39 figures of student responses by grade level, and 37 figures of parent presents essays derived from the symposium--a variety of viewpoints that debate the utility and equity of setting standards and increasing the use of tests for students, teachers, and schools. Following the preface and introduction by Diane Ravitch, the contents include: (1) "Education Reform in America's Public Schools: The Clinton Agenda" (Marshall S. Smith); (2) "Will National Standards and Assessments Make a Difference?" (Theodore R. Sizer); (3) "The Uses and Misuses of Opportunity-To-Learn Standards" (Andrew C. Porter); (4) "Explaining Standards to the Public" (Roy Romer); (5) "Holding onto Norms in a Sea of Criteria" (Donald M. Stewart); (6) "Standards for Education" (Lauren B. Resnick and Katherine J. Nolan); (7) "Who's Afraid of the Big, Bad Test?" (Chester E. Finn, Jr.); (8) "The Case for High Stakes and Real Consequences" (Albert Shanker); and (9) "Sometimes a Cigar Is Only a Cigar, and Often a Test Is Only a Test" (Daniel M. Koretz). Two summaries of general discussion are included. (LMI)

ED 387 918 EA 027 114

Peeler, Thomas H.
South Pointe Elementary School Assessment Project. A Special Issues Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Educational Technology; Elementary Education; *Parent Participation; Partnerships in Education; *Privatization; *Teacher Role
IDENTIFIERS- *Dade County Public Schools FL

This report summarizes findings of a 3-year study conducted by the SouthEastern Regional Vision for Education (SERVE) that examined the effectiveness of the implementation of a public-private partnership effort at South Pointe Elementary School in Miami, Florida. South Pointe was the first public school in the United States to be run by a private, for-profit education company, Education Alternatives, Inc., (EAI), under a five-year contract. The Tesseract Way program, developed by EAI, is comprised of 27 teaching/learning components. The SERVE study focused on three successful components used at South Pointe--the parent empowerment program, extensive use of technology, and the changing role of teachers. Based on a 3-year review of the school's curriculum, it appeared that by July 1994 South Pointe was successful in implementing the teaching/learning principles and that these principles were institutionalized into the daily activities of teachers and students. Findings were based on personal interviews with staff, parents, and students, and inschool observations. In June 1995, the Dade County School Board did not renew the contract with EAI. District-office reports indicated that South Pointe students did not excel any more than did other Dade County students. EAI responded that test scores are not the only or even the best measure of student progress. Appendices contain an illustration of the Tesseract Way components and results of the 1992-93 parent survey. (Contains 19 references.) (LMI)

ED 387 919 EA 027 115

Milakovich, Michael E.

groups other than local school districts, direct state funding, and freedom from local labor-management agreements. Thirty tables are included. Appendices contain a copy of the survey and an excerpt from an April 1995 "Policy Brief" on charter school activities across the United States. (LMI)

ED 387 937 EA 027 137

1994-95 State Issues Report.
PUB DATE- Sep 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discipline Policy; Dropout Prevention; Educational Assessment; Educational Finance; *Educational Legislation; Elementary Secondary Education; Governance; School Choice; *State Action; *State Legislation; *State Programs

This report presents data on the status of state legislation in many areas of education. Data were collected from legislators, legislative staff, state newsletters, "StateNet," school board/teacher associations, and various media. Not all of the listed legislation was enacted. Legislation pertaining to the following topics was included: accountability/accreditation, administrator/principal, adult education, alternative education, articulation, assessment/testing, at-risk youth/dropout prevention, attendance, charter schools, choice, collective bargaining, community service/volunteerism, counseling/guidance, curriculum, discipline, early childhood education, education excellence/reform, enrollment, equity, extended day, finance, governance, grading practices, immigrants, incentives/sanctions, instruction methods, interagency collaboration, literacy, magnet schools, nonpublic schools, outcomes-based education, parent/family, postsecondary, privatization, professional development, religion, restructured schools, safety/crime/violence, scheduling, school facilities, school improvement, secondary education, sexual harassment, site-based management, social issues, special education, standards, student rights, superintendent, systemic change, teacher certification, teacher compensation, teacher contracts, teacher staff development/inservice, technology, tenure, textbooks, tuition, vocational education, vouchers, and workforce preparation/vocational education. (LMI)

ED 387 938 EA 027 138

Webb, Melvin W., II
Policy Considerations in Developing Standards and Assessments for Large, Diverse School Districts.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Problems; *Evaluation Utilization; Grading; Minimum Competency Testing; *Performance; School District Size; State Standards; *Student Evaluation

Student Placement; Transitional Programs
IDENTIFIERS- *Colorado

This document is a compilation of Colorado Special Education Administrative Decisions issued in 1993 and 1994, including Impartial Hearing Officer decisions and complaint findings. Topics covered in the compilation include decisions on procedural safeguards, due process hearings, the extended school year, discipline (suspension and expulsion), free appropriate education, residential placement, private schools, least restrictive environment, student evaluation, confidentiality of information, related services, the individual educational plan, attorney fees, surrogate parents (the guardian ad litem program), human immunodeficiency virus and other health issues, qualified instructional personnel, infants and toddlers and other preschool handicapped children, graduation and exit, transitional programming, and compensatory services. The full text of each decision is preceded by a case summary which includes a listing of key topics, a statement of the issues, the decision and highlights of the decision, and highlights of the discussion. An index lists cases from 1988 through 1994 by key topics. (DB)

ED 387 955 EC 304 309

Cooley, Elizabeth
Special Education: At a Crossroads.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; *Educational Legislation; Educational Policy; *Educational Trends; Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; Inclusive Schools; Regular and Special Education Relationship; *Special Education; Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Education Act

This information brief summarizes issues in the reauthorization of the Individuals with Disabilities Education Act (IDEA). The origins of IDEA in Public Law 94-142, the Education for All Handicapped Children Act, are noted. Concerns shaping the reauthorization debate are identified, including unsatisfactory student outcomes, the isolation of students with disabilities and the inclusive education movement, and links to general education. Other issues in the IDEA debate include funding problems (especially the shortfall of federal funding), labeling and over-identification of students, student placement funding patterns as they relate to inclusion, assessment to determine categorical eligibility versus assessment for instructional purposes, accountability, and the relationship between special and general education in the context of systemic school reform. (DB)

ED 387 956 EC 304 310

Dev, Poonam C.
Multicultural Education: What Do We Need To Know To Better Meet Our Students' Needs?
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English

inclusion; and special teaching systems (precise teaching, cooperative learning, individual tutoring, social skills training, strategic intervention, teacher assistance teams, and the McGill Action Planning System. The importance of parent involvement to success in inclusion is stressed and several ways of involving parents are suggested. Finally, the value of inclusive programs for all children, not just those with disabilities, is affirmed. (DB)

ED 387 974 EC 304 328

McWilliam, R. A.; And Others
Services Are Child-Oriented and Families Like It That Way--But Why? Service Utilization Findings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Compliance (Legal); Delivery Systems; *Disabilities; *Early Intervention; *Family Involvement; *Family Programs; Family School Relationship; Federal Legislation; Individualized Family Service Plans; Infants; *Parent Attitudes; Preschool Education; Toddlers
IDENTIFIERS- *Child Centered Education

This report presents preliminary findings concerning early intervention services, based on data from in-depth interviews with 75 families with infants, toddlers, or preschool children receiving early intervention special services. Additional data included reviews of Individualized Family Service Plans and Individualized Education Programs, questionnaire data, and documentation of services provided. Families appeared to overwhelmingly choose child-oriented over family-oriented services, and professionals appeared to provide primarily child-oriented services. Possible explanations for these results appeared to be that families see the child's disability or risk status as the reason for receiving early intervention, that families' boundaries imply that larger issues are the family's own business, and that families suppress their own needs and focus on the child with immediate and dramatic needs. Parents also suggested that professionals often desire to keep the agenda on the child. A model is proposed which sees the interrelationship between the family's priorities and the professional's focus as determining the service focus. Results are discussed in terms of legislative requirements for a greater family focus in service provision. (Contains 14 references.) (DB)

ED 387 975 EC 304 329

Hafenstein, Norma Lu; Tucker, Brooke
Psychological Intensities in Young Gifted Children.
PUB DATE- Sep 95
NOTE- 15p.; Paper presented at the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (Lawrence, KS, September 8-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Development; *Gifted; Personality Theories; *Personality Traits; Preschool Education;

establishing guidelines for integration; skills needed in regular classes; transition planning; cooperative planning; and enhancing the understanding of regular teachers. A conservative approach is proposed which stresses the matching of student capabilities with the setting's demands. In Part 2, Sharon A. Maroney and Carl R. Smith consider the teacher's responsibility to provide high-quality instruction, in chapters which address: teachers as advocates; evaluating student progress; generalizing skills; communicating clearly; preparing students for life outside the classroom; strategies that work; teaching responsibility to students; teaching social skills; and improving the quality of life. (Contains 56 references.) (DB)

ED 387 994 EC 304 349

Fry, Ronald R., Ed.
Operationalizing Consumer Decision Making and Choice in the VR Process. Institute on Rehabilitation Issues (21st, Baltimore, Maryland, March 1995). Report from the Study Group.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Change Strategies; Consumer Education; Counselor Role; *Decision Making; Delivery Systems; *Disabilities; Independent Living; Participative Decision Making; *Personal Autonomy; Program Development; Rehabilitation; *Rehabilitation Counseling; Social Services; *Vocational Rehabilitation
IDENTIFIERS- *Consumer Participation; *Informed Consent

This document is the product of meetings of the Prime Study Group of the Institute on Rehabilitation Issues, whose mission was to: examine consumer choice and decision making in rehabilitation; review the legislation and consumer movements leading to greater consumer choice; identify the roles and responsibilities of the consumer, the counselor, supervisors, administrators, and others in the vocational rehabilitation process; and consider how to operationalize the process of consumer choice and involvement. Chapter 1 focuses on the concept of "consumer informed choice," noting the counselor's changing role, the consumer-counselor partnership, and benefits of consumer informed choice. Chapter 2 provides background information on the evolution of rehabilitation as a social program, reasons for social change and demand for rehabilitation reform, and the change process. Chapter 3 focuses on the roles and responsibilities of various stakeholders in the informed-choice process. Chapter 4 considers how to operationalize the process. It discusses when the process occurs, the importance of counseling in implementing informed-choice, counselor skills, a case study involving choice issues, documentation, strategies to empower the consumer and reduce conflict, pilot projects, and program models. Attached are a glossary and two article reprints by Thomas Czerlinsky and Shirley Chandler, titled "Effective Consumer-Service Provider Interactions in Vocational Rehabilitation" and "Empowerment Counseling: Consumer-Counselor Partnerships in the Rehabilitation Process." (Contains approximately 90 references.) (DB)

ED 387 995 EC 304 350

*Academic Standards; Educational Methods; Elementary School Mathematics; Elementary Secondary Education; Enrichment Activities; Mathematics Curriculum; *Mathematics Education; Secondary School Mathematics; Standardized Tests; *Student Development; *Student Evaluation

IDENTIFIERS- *National Council of Teachers of Mathematics; NCTM Assessment Standards; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

This report examines three sets of standards developed by the National Council of Teachers of Mathematics (NCTM) and provides recommendations for curriculum, teaching, and assessment of students showing mathematical talent. Specific recommendations are suggested for programs, teaching strategies, resources, and alternative means of evaluation suitable for gifted and talented mathematics students, related to the standards. The three NCTM standards compared are: (1) "Curriculum and Evaluation Standards for School Mathematics (1989); (2) "Professional Standards for Teaching Mathematics" (1991); and (3) "Assessment Standards for School Mathematics" (1993). Identification of mathematical talent is also addressed, noting the importance of measures beyond traditional tests, including observations; student interviews; open-ended questions; portfolios; and nomination by teachers, parents, peers, and self. Program options for the development of gifted and talented students are discussed, including differentiated assignments, a core curriculum, pull-out programs, in-class programs, magnet schools, extracurricular activities such as after-school or Saturday programs, mentorship programs, summer programs, and competitions. The report also provides data showing national and international comparisons on standardized tests. Appendices include the draft of the NCTM position paper on provisions for mathematically talented and gifted students, sources of additional materials, addresses for competitions and other programs, and the scoring rubric for Kentucky's mathematics portfolios. (Contains 80 references.) (DB)

ED 388 012 EC 304 367

Ford, Donna Y.

The Recruitment and Retention of African-American Students in Gifted Education Programs: Implications and Recommendations. Recruitment and Retention Research-Based Decision Making Series 9406.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 94

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Ability Identification; Academic Achievement; Access to Education; *Black Students; Cultural Differences; Cultural Influences; Delivery Systems; Elementary Secondary Education; Equal Education; *Gifted; Multicultural Education; Needs Assessment; Resource Allocation; School Holding Power; Special Programs; *Student Attrition; Student Placement; *Student Recruitment; *Talent; Talent Identification

IDENTIFIERS- *African Americans

This report describes barriers to the successful recruitment and retention of African American students in gifted education programs and services, and offers recommendations for ensuring successful recruitment and retention of this population. Barriers to recruitment identified include: inadequate as identifying specific implications for the home and/or classroom or school planning. Practitioner's Guides are titled: (1) "What Educators and Parents Need To Know about Fostering Creativity" (Jonathan A. Plucker, Editor); (2) "What Educators and Parents Need To Know about Elementary School Programs in Gifted Education" (Marcia A. B. Delcourt, Editor); and (3) "What Educators and Parents Need To Know about Student Portfolios" (Karen Kettle, Editor). Each booklet contains references. (DB)

ED 388 029 EC 304 384

Siegle, Del, Ed.
Television Viewing = Lo que los padres de estudiantes dotados necesitan saber sobre ver...television. What Parents of Gifted Students Need To Know about...Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Critical Viewing; Early Childhood Education; Elementary Secondary Education; *Gifted; Mass Media Use; Parent Responsibility; *Parent Role; *Television Viewing

This booklet (Practitioner's Guide), in both an English version and a Spanish version, is intended to help parents apply the findings of research to parental mediation of television viewing by their children, including gifted children. Research facts are briefly summarized and implications for the home are drawn. Suggestions for parents are offered, emphasizing the importance of purposeful selection of programs and the value of viewing programs with the child. (DB)

ED 388 030 EC 304 385

Siegle, Del, Ed.
Early Readers = Lo Que los padres necesitan saber sobre los...Lectores Precoces. What Parents Need To Know about...Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Early Admission; *Early Reading; *Gifted; *Parent Role; Parents as Teachers; Preschool Education; Reading Instruction

This pamphlet (Practitioner's Guide), in both an English version collection (6 items); (2) aids to access to adult and continuing education research collection (3 items); (3) materials in the adult and continuing education research collection (18 items); (4) publications related to the adult and continuing education collection that are authored by a Syracuse University staff member, published or sponsored by the university, or provide context or background to the collections (16 items); and (5) publications in comparative adult education (12 items). ERIC document numbers for items in the ERIC database are provided. (KC)

ED 387 590 CE 069 759

SCANS: The Secretary's Commission on Achieving Necessary Skills/U.S. Department of Labor. A Practical Guide for Identifying and Using SCANS Competencies in Technical/Occupational Programs.
PUB DATE- Sep 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Competence; *Competency Based Education; *Curriculum Development; *Curriculum Evaluation; Educational Quality; Quality Control; Records (Forms); Statewide Planning; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills; *Texas

This booklet, which is designed primarily for college-level instructors, curriculum developers, and instructional designers, explains the processes of assessing technical and occupational courses for the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and planning for SCANS inclusion in new or existing courses and programs. Presented first is an expanded list of SCANS competencies that includes the basic SCANS workplace competencies (managing resources, exhibiting interpersonal skills, working with information, applying systems knowledge, and using technology), and foundations (demonstrating basic skills, demonstrating thinking skills, and exhibiting personal qualities such as integrity and responsibility) currently required by the Texas Higher Education Coordinating Board and recommended subcompetencies. Procedures for identifying SCANS competencies addressed in established courses/programs and matching course materials to SCANS competencies are detailed. Next, guidelines for using the SCANS competencies as a quality control/continuous improvement tool are listed and discussed. Appended are the following: sample work forms; sample workplace competency statement for course syllabi; general definitions for the SCANS competencies; lists of common action verbs for the cognitive, psychomotor, and affective domains; and list of generic objects for use in learning outcomes. (MN)

ED 387 591 CE 069 784

Schwager, Tony A.; White, James D.
Teachers' Perceptions of SAE Programs and Benefits for Students with Special Needs in Oklahoma.
PUB DATE- May 94
NOTE- 14p.

consumption, analyzing fertilizers, determining sites' suitability for septic systems, developing weather forecasts, collecting/reporting results from air monitoring equipment, building/testing solar collectors and methane generators, projecting economic returns form forestry plots, developing wildlife food plots and habitats, and developing historical presentations for visitors to recreation areas. (MN)

ED 387 608 CE 069 933

Fuqua, Lou; And Others
Parts Specialist. Teacher Edition. Second Edition.
PUB DATE- 96
NOTE- 929p.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; Curriculum Guides; *Distributive Education; Human Relations; Instructional Materials; Learning Activities; Merchandise Information; *Merchandising; Postsecondary Education; Retailing; Safety Education; Salesmanship; *Sales Occupations; Secondary Education; Student Evaluation; Units of Study; Vocational Education
IDENTIFIERS- *Automotive Supplies; Parts Storekeepers

This set of instructional materials provides secondary and postsecondary students with an opportunity to explore the career choices available in the parts merchandising industry. The skills presented are useful to any student pursuing a career in auto parts, heavy equipment parts, small engine parts, tractor parts, appliance parts, or for any merchandising system where parts are warehoused, shipped, inventoried, displayed, and sold. Introductory materials explain the use of this publication and provide the following: competency profile; instructional/task analysis; related academic and workplace skills list; tools, equipment, and materials list; reference list; and glossary. Each of the 14 instructional units includes some or all of the following basic components: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. Unit titles are as follows: the parts specialist; human relations; work communication skills; basic workplace safety and first aid skills; applied math for parts specialists; automotive parts and systems identification; small engine parts and systems; tools and fasteners; measuring; stocking, shipping, and receiving; inventory control; cataloging and pricing; sales policies and procedures; and sales promotion. (YLB)

ED 387 609 CE 069 965

Coare, Pam
Hobman Clubs: A Model for Intergenerational Learning.
SPONS. AGENCY- David Hobman Charitable Trust, Storrington (England).
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Attitude Measures; *Career Development; Career Education; Competence; *Education Work Relationship; *Employee Attitudes; Employment Potential; Employment Qualifications; *Hospitality Occupations; Job Satisfaction; Job Skills; Questionnaires; Relevance (Education); *Skill Development; Tables (Data); *Work Attitudes
IDENTIFIERS- *Gratuities; Secretarys Comm on Achieving Necessary Skills

A study examined the attitudes of individuals who had held positions in hotels or restaurants in which they received tips. Telephone interviews were conducted with 751 adults across the United States who were currently/formerly employed in a position in which gratuities constitute a significant portion of their compensation. The interview questions focused on the relevance of those jobs to the development of important work skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). Of those surveyed, 93% were glad to have had the experience of working in a restaurant or hotel for tips, 79% would recommend that young people seek the experience of working in a restaurant/hotel for tips, and 82% reported having learned a great deal from working in a restaurant/hotel that has been or will be helpful in other types of employment. The perception of the value of work experience in a tipped position in a hotel/restaurant was highest among individuals with a high school (but not college) education. (The master questionnaire and 18 tables displaying the data by 39 geographic, demographic, work-related, and attitudinal subgroups constitute two-thirds of this document.) (MN)

ED 387 628 CE 070 002

Understanding the Minimum Wage: Issues and Answers.
PUB DATE- Jun 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Economic Impact; Employed Parents; *Employment Patterns; Employment Programs; *Equal Opportunities (Jobs); Job Training; Labor Economics; *Labor Market; Macroeconomics; *Minimum Wage; Mothers; *Poverty; Public Policy; State Surveys; Welfare Recipients; Youth Employment
IDENTIFIERS- California; New Jersey; Texas; Welfare Reform

This booklet, which is designed to clarify facts regarding the minimum wage's impact on marketplace economics, contains a total of 31 questions and answers pertaining to the following topics: relationship between minimum wages and poverty; impacts of changes in the minimum wage on welfare reform; and possible effects of changes in the minimum wage and job loss. Among the issues addressed in the individual questions are the following: characteristics of individuals who work at the minimum wage; whether a higher minimum wage would help selected groups such as poor families, low-skilled adults, and minorities; whether the minimum wage should be linked to other wages in the economy, the Consumer Price Index, and/or inflation; the types of jobs people take when leaving welfare; whether individuals leaving welfare for entry-level jobs will require permanent

France, November 28-30, 1994). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Educational Needs; Educational Philosophy; *Educational Practices; *Education Work Relationship; Enrollment Trends; Foreign Countries; Futures (of Society); Government Role; *Institutional Cooperation; Job Skills; *Knowledge Base for Teaching; Knowledge Level; Labor Market; Postsecondary Education; Public Policy; Sciences; Secondary Education; Technical Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development

In preparation for a conference held in Paris, France, in November 1994, the Organisation for Economic Cooperation and Development (OEC) launched 5-year program that involved 20 countries studying the changing role of vocational and technical education and training (VOTEC). This background document presents in question-and-answer format a synthesis of national studies on the knowledge and information base of VOTEC and its responsiveness. Issues raised include the following: (1) should vocational education be job-specific or more broadly based?; (2) how can the flow of knowledge between schools and science be improved?; (3) how can the flow of knowledge between schools and businesses be improved?; (4) what is the impact of various countries' institutional features on the flow of knowledge between schools, science, and industry?; (5) which other roles can vocational schools and training institutions perform with regard to innovation in small and medium-size enterprises?; and (6) what roles should governments perform in regard to knowledge transfers between schools, science, and industry? (KC)

ED 387 648 CE 070 027

The Changing Role of Vocational and Technical Education and Training (VOTEC). Vocational Education and Training for the 21st Century: Opening Pathways and Strengthening Professionalism. Background and Issues.
PUB DATE- Nov 94
NOTE- 43p.; Discussion paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Educational Needs; Educational Policy; *Educational Practices; *Education Work Relationship; Employment Qualifications; Foreign Countries; *Futures (of Society); Job Skills; *Labor Market; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development

In preparation for a conference held in Paris, France, in November 1994, the Organisation for Economic Cooperation and Development (OECD) launched a 5-year program that involved 20 countries studying the changing role of vocational and

increases in use of alternate delivery formats such as mentoring, tutors, and internships, and in promoting the use of current system options such as tech prep. Forum attendees identified transportation as the most needed support service. Suggestions were also made to improve public understanding of the need for highly skilled workers. At the conclusion of the forums, a workgroup was formed to try to find ways to implement the suggestions made during the study. (The report contains summaries of the findings of each of the forums and a summary of the proposed Job Training 2000 legislation.) (KC)

ED 387 664 CE 070 061

Fisher, Cynthia D.; And Others
Human Resource Management. Third Edition.
PUB DATE- 96
NOTE- 877p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Employer Employee Relationship; Employment Practices; *Human Resources; *Labor Force Development; *Personnel Management; Personnel Needs; Personnel Policy; Personnel Selection; Recruitment

This book offers students, practicing managers, and human resource professionals a comprehensive, current, research-based introduction to the human resource management (HRM) function. It is organized in eight sections, logically following the progression of individuals into, through, and out of the organization. Part 1, overview and introduction, covers the following: definition of HRM; the international, strategy, ethics, and utility themes; trends and challenges affecting HRM; and career tracks and preparation. Part 2 on planning for organizations, jobs, and people discusses these topics: strategic issues in HRM, planning programs to deal with anticipated shortfalls or surpluses, and job analysis. Part 3 on acquiring human resources addresses the following: the latest equal employment opportunity legislation and enforcement procedures, recruitment techniques, reliability and validation methods, and selection. Part 4 on building individual and organizational performance discusses HRM development and HRM approaches to improving competitiveness. Part 5 covers performance appraisal and reward systems (compensation). Part 6 is concerned with maintaining human resources: safety and health, labor relations, and organizational exit. Part 7 raises issues involved in multinational HRM. Part 8 explores the challenges in shifting organizations from a personnel management to a strategic HRM orientation. Company, author, and subject indexes are appended. (YLB)

ED 387 665 CE 070 063

Hillage, J.; And Others
Employers' Views of Education Business Links. Report 283. Manpower Commentary Series.
PUB DATE- 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Role; *Educational Cooperation; *Educational Needs; *Employer Attitudes; Foreign Countries; Government School Relationship; National Surveys; *Partnerships in

body; explain how/which pathological processes affect radiographic imaging; practice established radiation safety procedures; demonstrate knowledge of equipment; demonstrate knowledge of diagnostic radiology procedures; prepare, check, and use equipment and materials for radiographic procedures; provide accurate radiographic record identification/retrieval; prepare patients for radiographic procedures; perform radiographic procedures; perform venipuncture and intravenous line management; expose, process, and store radiographic film; and maintain supply inventory. (MN)

ED 387 684   CE 070 088

Respiratory Care Therapist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 72p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Evaluation; Medical Services; Medical Vocabulary; Negligence; Nutrition; Pathology; Patient Education; Pharmacology; Physiology; Recordkeeping; *Respiratory Therapy; Risk Management; Safety; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of respiratory care therapist, lists technical competencies and competency builders for 18 units pertinent to the health technologies cluster in general as well as those specific to the occupation of respiratory care therapist. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; basic pharmacology; patient education; and examinations. Among the competencies specific to the occupation of respiratory care therapist are the following: prepare non-life-support and life-support equipment for patient use; manage airway; perform rehabilitation; manage pharmacological agents; perform assessment; prepare, use, disinfect/sterilize, and test diagnostic and respiratory therapy equipment; change non-life-support equipment in patient care areas of hospitals; demonstrate proper safety precautions; transport samples to laboratories; perform hemodynamic monitoring, pulmonary function tests, and electrocardiograms; evaluate chest x-rays; explain pulmonary pathology; and plan for discharge. (MN)

ED 387 685   CE 070 089

Occupational Therapy Assistant.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

a glimpse of the moderation system in action. It covers practical issues for providers and teachers/tutors/trainers, the moderation sessions, and some key questions about moderation. The fifth section contains information about moderation and assessment; the sixth section defines benchmark material and discusses its role in moderation. The final two sections are a glossary defining seven terms and an appendix providing guidelines for regional councils of adult, community, and further education. (KC)

ED 387 701 CE 070 111

Goulborn, Barbara; Manton, Susan
Talking Curriculum: A Practitioner's Guide to the CGE for Adults Oral Communication Stream.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Curriculum Development; Educational Planning; Foreign Countries; Learning Activities; *Literacy Education; Models; *Oral Language; *Speech Skills
IDENTIFIERS- *Australia

This guide provides information on developing and implementing a class on oral communication for adults in literacy education in Australia. It is organized in five chapters. Chapter 1 puts the course in the context of changes in literacy education policy and provides information on oral communication competencies. Chapter 2 provides the teacher with knowledge about language--a theoretical and historical background to the oracy competencies. Activities in this chapter aim to develop knowledge about spoken and written language differences, the social context of talk, research and reflection on one's own language environment, critical language awareness, and values clarification on attitude to varieties of language. Chapter 3 is about curriculum design. It outlines a concept of curriculum consistent with the needs of students, systems, and institutions and presents a model of curriculum that incorporates competencies without being competency driven. Chapter 4 puts together knowledge about language and knowledge about curriculum. A four-step curriculum planning model takes teachers through the process of designing oracy curriculum specific to a given context. The activity section of this chapter gives teachers an opportunity to try out the four-step model and provides examples of two types of teaching approach relating to class discussions and making telephone calls. The final chapter contains some case studies from adult literacy oracy classes. The guide contains a list of 81 references and an annotated bibliography containing 44 citations. (KC)

ED 387 702 CE 070 122

Willems, Jean-Pierre
Vocational Education and Training in France.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

think and what motivates them to behave are offered. Old concepts of discipline and its purposes are reexamined and characteristics of a disciplined person are outlined. Effective discipline methods are given along with appropriate citations so that teachers can examine the evidence themselves. The book's topics are organized into nine chapters: (1) Introduction; (2) What's Wrong with These Kids Today?; (3) Teacher Attitudes and Characteristics; (4) Principles of Motivation; (5) Definition of Discipline; (6) Proactive Management Strategies; (7) Reactive Management Strategies; (8) Schoolwide Factors in Effective Student Management; and (9) A Final Word. Contains a 93-item list of references and a 22-item list of resources. (RJM)

ED 387 722   CG 026 368

Stokes, Joseph; Damon, Will
Counseling and Psychotherapy for Bisexual Men: Directions in Mental Health Counseling, Volume 5, Lesson 8.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- Aug 95
NOTE- 17p.; Continuing education credit may be available from the publisher based on completion of multiple-choice questions at the end of the lesson. Hatherleigh Professional Education series.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Alienation; *Counseling Services; *Cultural Isolation; Guilt; Life Satisfaction; *Males; *Mental Health; Psychotherapy; Sexual Identity; *Sexuality; Social Adjustment
IDENTIFIERS- *Bisexuality; *Sexual Attitudes; Sexual Orientation

Clinical research on sexual behavior has increased dramatically in the last decade. Connected with these efforts has been the need to understand more about sexuality in order to help reduce the spread of human immunodeficiency virus. This report details the results of a study of men (N=536) aged 18 to 30 years, who reported having had sex with a man and with a woman in the past 3 years. Approximately 50 percent of the respondents were white and 50 percent were African American. Follow-up interviews with nearly 220 men were conducted one year later. Discussed are issues of sexual orientation, diversity among bisexual men, society's valuation of bisexuality, identity confusion, relationships issues, bisexuality and HIV/AIDS, and implications for clinical practice. Many of the problems experienced by non-heterosexual persons are rooted in the lack of societal tolerance for uncommon sexuality. Bisexual clients may feel extreme alienation as they confront pervasive unacceptance in both the heterosexual and the homosexual communities. Bisexual clients' marginalization is compounded by the lack of bisexual communities and the subsequently fewer options for external support. Clinicians can help bisexual clients' confusion by framing it as a normal, adaptive response to society's dichotomous view of sexuality. Contains 30 references. (RJM)

ED 387 723   CG 026 371

Luzzo, Darrell Anthony; And Others
Identifying the Career Development Needs of College Students with Disabilities.

Hoyt, Kenneth B.; Lester, Juliette N.
Learning To Work: The NCDA Gallup Survey.
SPONS. AGENCY- National Career Development Association, Alexandria, VA.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Age Differences; Career Counseling; *Career Development; Career Planning; Education Work Relationship; Employment Counselors; Employment Experience; Employment Patterns; Employment Practices; Employment Problems; Employment Qualifications; Equal Opportunities (Jobs); Job Satisfaction; Job Skills; Job Training; Labor Force; *Labor Market; Occupational Surveys; Postsecondary Education; *Racial Differences; *Sex Differences
IDENTIFIERS- Gallup Organization; National Career Development Association

This book reports the results of the third national survey commissioned by the National Career Development Association and the National Occupational Information Coordinating Committee conducted by The Gallup Organization on the career preparation of adults age 18 and older. Interviews were conducted with 471 males and 575 females of whom 348 males and 365 females were employed. The racial composition was 85.4% white, 10.2% black, and 3.4% other. Of the persons surveyed, 16.4% were 18-25 years, 33.1% were 26-40 years, 22.5% were 41-55 years, 13.1% were 56-65 years, and 13.7% were 66 and older; 21.8% were college graduates and 14.4% did not graduate from high school. The goal of the monograph is to highlight the need for expansion and improvement of career development practices. Major findings indicate that adults believe high schools are not doing enough to help students develop job skills, plan careers, and find employment. Results suggest that youth need information and help in career planning, and would benefit from increased use of counselor's services. It also appears that there is a need for greater employer involvement in aiding persons in their career development. Part 1 introduces the survey, summarizes key findings, and discusses some implications relating to work and education. Part 2 provides in-depth analysis of survey data and implications for career development and educational reform. Differences in career development due to the following factors are examined: level of education; gender; race; and age. Four appendices, which account for over half the publication, are: (1) sample design; (2) survey questions; (3) sample composition; and (4) detailed findings. Contains numerous tables. (JBJ)

ED 387 742 CG 026 521

Engels, Dennis W., Ed.
The Professional Practice of Career Counseling and Consultation: A Resource Document. Second Edition.
PUB DATE- 94
NOTE- 45p.; For the first edition, see ED 324 620.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Career Development; Career Education; Career Guidance; Career Planning; *Codes of Ethics;

ED 387 761 CG 026 569

Ranieri, Anna M.
Demonstration of: "An Experiential Excercise in Cultural Diversity."
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Consciousness Raising; Counseling; Counselors; *Counselor Training; Cultural Awareness; *Cultural Education; Cultural Pluralism; Ethnic Groups; Higher Education; Intercultural Communication; *Multicultural Education; *Perspective Taking; *Role Playing

Participation in "Culture Day" was a requirement for students taking the course, "Career and Personal Counseling in Diverse Cultural Settings." Scheduled during a regular class session, students took on the persona of an individual of another culture, gender or other group. Students were expected to remain "in character" throughout the class session while they acted as counselor, client, and observer. The 13 students were surveyed about their experience 3 times: 1 month prior to Culture Day, at the conclusion of the Culture Day class session, and 1 month later. Student answers were anonymous, using a coding system that allowed instructors to note changes over time. Half of the student's responses became more positive, five students felt more capable of understanding and valuing people from the culture they portrayed, five felt no more capable, and three felt less capable. Most students did not feel they had more understanding of people from different cultures, and seven students felt Culture Day had the potential to teach students more about themselves. Included are a description of the Culture Day assignment, some examples of student culture day questionnaires, a summary of questionnaire results, and Tips for Counselors induced from the Culture Day experience. (JBJ)

ED 387 762 CG 026 570

Townsend, Michael A. R.; Hicks, Lynley
Classroom Goal Structures, Social Satisfaction and the Perceived Value of Academic Tasks.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Need; Adolescents; *Affective Objectives; Beliefs; Children; Classroom Environment; *Cooperative Learning; Foreign Countries; *Interpersonal Competence; Junior High Schools; Motivation; Objectives; Peer Acceptance; *Peer Influence; Sex Differences; *Social Behavior; Social Structure; Student Educational Objectives; Task Analysis
IDENTIFIERS- New Zealand (Auckland)

teachers give minimal attention to the development of strategies for comprehending and focus on the parts of language instead of the whole. Furthermore, there are many exceptions to phonics rules, which provide additional confusion when attempting to apply those skills to a reading situation. Phonics skills must be taught within a meaningful context, allowing students to see themselves as active readers and writers in a scribal world. Teachers can best achieve a balanced approach between phonics and context by using children's literature in the classroom. (Contains 15 references.) (RS)

ED 387 781 CS 012 275

Galda, Lee; And Others
Talking to Read and Write: Opportunities for Literate Talk in One Primary Classroom. Instructional Resource No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Grade 1; *Interpersonal Communication; *Oral Language; Primary Education; Reading Instruction; Teacher Role; Workshops; Writing Instruction
IDENTIFIERS- Discourse Communities; *Oral Learning; *Reading Speaking Relationship

Oral language is an important component of literacy development, yet is often ignored in research and stifled in the classroom. The varied contexts for literate talk in a first-grade classroom were explored. Oral sharing time, writing workshop, reading workshop, whole-class reading time, and project-centers time provided opportunities for rich exchanges about things of interest to the children. The connected community that the teacher built enabled children to work toward literacy in ways that each found useful and satisfying. (Contains 18 references.) (Author/RS)

ED 387 782 CS 012 276

Thompson, Ruby; Mixon, Gloria A.
Factors Influencing the Reading Status of Inner-City, African-American Children. Perspectives in Reading Research No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; Inner City; Intermediate Grades; Junior High Schools; Literature Reviews; Low Income; Middle Schools; *Reading Achievement; *Reading Attitudes; *Reading Interests; *Reading Motivation; *Reading Research; Recreational Reading; Research Needs
IDENTIFIERS- *African Americans

This paper addresses the study of children's reading interests and their attitudes toward reading as these factors relate to leisure-time reading. The problem of poor performances on were able to construct their own meaning from the literature while realizing that through literary works they may discover their connectedness to each other, to the universe, and to the necessity for success in school and in life. (Contains 5 tables of data and 37 references. Appendixes include entrance and exit reading assessment questionnaires and year-end assessment essay questions.) (Author/TB)

ED 387 803   CS 215 059

Meskill, Carla; Swan, Karen
Roles for Multimedia in the Response-Based Literature Classroom. Report Series 2.24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software Evaluation; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; *Language Arts; Reader Response; *Student Needs; *Teacher Attitudes
IDENTIFIERS- *Multimedia Technology; *Response to Literature

To investigate whether and how commercial software products for literature do or could complement response-based pedagogy, an extensive review of existing applications was undertaken. Teams of language arts teachers, both preservice and inservice, met weekly to initially discuss and share observations regarding the potential of multimedia to support and enhance response-based approaches to the teaching and learning of literature. Preparation for weekly discussions entailed reading research from both the multimedia and response-based literatures, and examining multimedia applications across content domains. This approach was based on the belief that building up a sense of multimedia's potential was best achieved by first establishing general knowledge as to what the technology is capable of, and using this as a point of departure for participants to envision what response-based multimedia would ideally look like. That is, the researchers did not want teachers' attitudes toward multimedia and the teaching of literature to be influenced either positively or negatively by first examining literature applications. On the contrary, the researchers wanted the teachers to dream freely. A total of 49 multimedia applications for literature were reviewed by teacher/reviewer teams--24 applications were designed for elementary students, 25 for secondary. Through this process, teachers developed a list of desirable features for their ideal applications. Results, which were copious, were divided under headings on critical issues and "desiderata" (which lists 11 features that teachers would desire in multi-media services). (Contains 2 tables of data and 11 references.) (TB)

ED 387 804   CS 215 060

McQuail, Josephine A.
Electronic Exchanges: Five Ways To Use Electronic Networking in the Literature Classroom.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

from pupil to pupil and was inconsistent even for the same pupil. Results also indicated no noticeable improvement in students' spelling because of the availability of the spell checker. Findings suggest that it is unlikely that improvements in pupils' writing could be attributed to use of the word processor. However, word processors may have provided a positive boost for some pupils, and were generally considered in a favorable light by teachers. (Contains 28 references and 2 tables of data. Appendixes contain three questionnaires, instructions to pupils about keeping a diary, and an observation guide for the case study pupils.) (Author/RS)

ED 387 821 CS 215 089

Kolln, Martha
Sentence Focus and Sentence Rhythm: Connecting Linguistics to Composition.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Grammar; Higher Education; *Language Rhythm; *Language Role; Language Usage; *Sentences; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Error Monitoring

The study of language--whether it is called grammar or linguistics--deserves a place in the composition course. This journal article suggests that there are better methods of teaching language lessons than the negative, error-correction and error-avoidance methods that still prevail. The study of grammar may be characterized as a means to bringing to a conscious level the system of language that students already know subconsciously as native speakers. One way to help students recognize and appreciate their native expertise is by introducing the topic of sentence rhythm. It will come as no surprise to the students that their rhythm patterns convey information, that the way they say their words, the way they emphasize them, or create valleys and peaks of emphasis, affects their meaning. For instance, beginning a sentence with "it is" or "there are" shifts the emphasis to words that might have appeared earlier in the sentence and therefore would not have received as much emphasis since emphasis usually falls to the object rather than the subject. Another aspect of rhythm that is ignored is punctuation--punctuation rules are usually discussed only in terms of error correction. The lowly comma for example, can control rhythm and focus when well-placed. Raising the students' consciousness about the structure of their language helps them: recognize the miraculous nature of language; appreciate how much they know when they know language; and understand the tools of the writer's craft. (TB)

ED 387 822 CS 215 091

Hawkins, Ann R.
Testing the Canon: Student Responses to Texts by Medieval Women in English Literature Surveys.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

variety of approaches in the classroom; and (3) helping each student attain some degree of success. (Contains 24 references.) (TB)

ED 387 841 CS 509 044

Kleeman, J. Kole
Bringing in a Pedagogy OF and For Difference and Diversity in the Speech Communication Classroom.
PUB DATE- 22 Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Central States Communication Association (63rd, Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Films; Higher Education; *Multicultural Education; *Popular Culture; Racial Bias; Sex Bias; *Speech Communication
IDENTIFIERS- *Academic Discourse Communities; *Critical Pedagogy; Student Empowerment

The academy is one of the legitimate sites within our culture where values of citizenship and democracy can be encouraged through a critical pedagogy that seeks to transform oppressive social relations that are often naturalized by what Louis Althusser called ideological state apparatuses--the media, family, schools, churches and so on. Several different models of education are available to the educator today, the most widespread of which is the transmission model. This model trains students in "what to know" and "what to believe" and behind this model lies an agenda of reward and obedience and conformity. A critical cultural view of pedagogical practice, however, realizes the power that teachers and schools have to transform and redefine existing social relations. This view posits that students can improve their lives by the liberatory potential of dialogue. This pedagogy might be the most appropriate for the speech communication classroom. One engine that may be used in this approach would be popular culture, where sensitive cultural issues of race and racism can be discussed. Stereotyping by the mass media can be shown with film clips, such as scenes from the movie "Witness." bell hooks's notion of the "Cool Pose" may be used to stimulate thinking about the Afrocentric aesthetic and its contribution to American culture. Critical pedagogy is necessary for the academy because it lets students know that the school is in the real world. (Contains 14 references.) (TB)

ED 387 842 CS 509 045

Carstarphen, Meta G.
New Media Literacy: From Classroom to Community.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Computer Mediated Communication; *Computer Networks; Computer Uses in Education;

Texts, and Course Content. Research Report.
PUB DATE- Oct 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; Classroom Techniques; Curriculum Design; Decision Making; Elementary Secondary Education; National Surveys; *Participative Decision Making; *Professional Autonomy; *Teacher Influence; Textbook Selection

Many recent school-reform efforts have called for increasing decision-making power at the local school level. This report examines state differences in the amount of control that public school teachers believe they have over establishing curriculum; selecting textbooks and other instructional materials; and selecting topics, content, and skills to be taught in their classrooms. Teachers' views on control over school policy and classroom practices were analyzed based on data from the Schools and Staffing Survey (SASS) of 1990-91. SASS, a nationally representative survey of teachers, as well as school districts, schools, and principals, is conducted by the U.S. Department of Education's National Center for Education Statistics. The 1990-91 survey collected information from more than 53,000 public and private school teachers. The data show large differences across the states in the amount of control that teachers believe they have over determining curriculum, texts, and course content. In general, teachers in the southern and southeastern states report the least control over establishing curriculum, selecting texts, and determining content, while their colleagues in northern New England and the north central states report the most. Three figures and one table are included. Contains three references. (LMI)

ED 387 861 EA 027 048

Kussrow, Paul G.; Kooi, Larry D.
Is It Fair To Compare Public and Private School Financing?
PUB DATE- Sep 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Costs; Educational Economics; *Educational Finance; Educational Quality; Efficiency; Elementary Secondary Education; *Expenditure per Student; *Private Education; *Public Education; School District Size
IDENTIFIERS- *Palm Beach County Schools FL

This paper outlines reasons for the apparent discrepancy between public- and private-school cost per student. The paper compares one public and one private school system in Palm Beach, Florida--Palm Beach County Schools and Lake Worth Christian Schools. It argues that public schools are more expensive because of the many categories of student populations that are eligible for special financial assistance. The following variables that affect public schools are also discussed: building and capital expenditures; foreign-language students; vocational-technical schools and equipment; an unstable public school population; transportation costs; dropout-prevention programs, and other indirect costs. Recommendations to make public-school finance more cost-effective include: (1) reduce the size of larger school districts; (2) return financing and buildings to the local government structure; (3) implement testing/grading

PUB DATE- Apr 94
NOTE- 61p.; Paper presented at the Meeting of the Community Coalition for Effective Education (Toledo, OH, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Interprofessional Relationship; *Participative Decision Making; *Program Evaluation; *Program Implementation; *School Based Management; *Teacher Attitudes
IDENTIFIERS- Toledo Public Schools OH

This paper presents findings of an interim evaluation of a site-based management (SBM) project involving three elementary schools in Toledo City Schools (Ohio). A survey of all teachers in the three schools elicited 52 responses, a 98 percent response rate. Teachers reported that relative progress had been made in the areas of collaboration, involvement with the business community, release time, cooperative planning, inservice, and business input. They identified the following areas in need of improvement: principals' knowledge about rationales for classroom decisions, regular access to staff who had experienced similar problems, the process for establishing home-school relations, parental involvement with children with learning or behavioral problems, and coordination between programs for special children and other children. Data for the year preceding implementation (1991-92) and for the first year of site-based management (1992-93) were also reviewed. Major issues considered by the Site-Based Management Review Committee involved the school calendar, funding, collective bargaining, and site authority. Twelve recommendations are included. Appendices contain survey data, the SBM plan, a sample educational trust agreement, the board of education resolution on site-based decision making, and a sample request for proposal. (LMI)

ED 387 881 EA 027 073

House, Jess E.
A Structure for the Practice of New Leadership Skills: Problem Solving Teams.
PUB DATE- Oct 90
NOTE- 12p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; *Educational Administration; Graduate Study; Higher Education; Leadership Qualities; Leadership Styles; *Leadership Training; Organizational Change; Organizational Climate; Problem Solving; *Professional Development; *School Restructuring

The uncertain context of educational practice caused by reform proposals has created a dilemma for architects of educational-administration programs. If program designers do not respond positively to reform movements, they may fail to equip beginning administrators with the necessary knowledge and skills. On the other hand, if the preparation program is reformed but school reform is delayed, considerably modified, or fails to occur, the program will be subject to charges of irrelevancy and datedness. This paper outlines the new responses by school level. (LMI)

ED 387 899 EA 027 093

House, Jess E.; And Others
Shifts in District Revenues per Pupil within the Greater Toledo Metropolitan Area.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Administrators' Academy Center for Educational Research Services (Toledo, OH, August 14, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Assessed Valuation; Categorical Aid; Economically Disadvantaged; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; *Fiscal Capacity; *Income; Longitudinal Studies; Property Appraisal; Property Taxes; *School District Wealth
IDENTIFIERS- *Ohio (Toledo Metropolitan Area)

This paper presents findings of a study that determined the contribution of selected factors to the ability of 15 school districts within the Toledo, Ohio metropolitan area to generate revenue over a 7-year period, 1982-88. Data were obtained from the Ohio Department of Education and the Ohio Department of Taxation. Simulations were prepared for each of the districts for each year. Although residential property valuation was the greatest contributor of increased revenue for 7 of the 15 districts, a variety of sources made the greatest contribution for the remaining districts. Additional state funding (Disadvantaged Pupil Impact Aid) was the largest contributor of revenue for Toledo, the urban district. The many sources of potential revenue growth made it difficult to compare the revenue performance of Ohio school districts; however, their diversity increased the chance that weakness in one source, such as property valuation, could be offset by strength in another area. Also, the diversity of these sources of revenue growth illustrates the difficulty in devising modifications to the school-finance system. Officials and patrons of school districts are unlikely to support changes in the funding system that benefit only neighboring districts. Three tables are included. (LMI)

ED 387 900 EA 027 094

Stolp, Stephen
Every School a Community: The Academic Value of Strong Social Bonds among Staff and Students.
PUB DATE- Oct 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; *Educational Cooperation; *Educational Environment; Elementary Secondary Education; *Institutional Mission; *Organizational Climate; Principals

This bulletin focuses on the role that community plays in creating a positive school environment. Drawing from research and practice, it offers insights and suggestions for helping

Improving Service Quality: Achieving High Performance in the Public and Private Sectors.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; Health Services; Management Systems; Management Teams; *Organizational Development; Organizational Effectiveness; Organizational Theories; *Private Sector; Public Administration; Public Agencies; *Public Sector; Public Service Occupations; *Quality Control; *Total Quality Management

Quality-improvement principles are a sound means to respond to customer needs. However, when various quality and productivity theories and methods are applied, it is very difficult to consistently deliver quality results, especially in quasi-monopolistic, non-competitive, and regulated environments. This book focuses on quality-improvement methods for high performance in public and private services not covered by others. Applications focus on construction, education, government, insurance, public utilities, and healthcare organizations. The first three chapters define the general elements necessary to understand and achieve continuous quality improvement (CQI) in services. Chapters 4 through 6 discuss the human-resource training, rewards, and process-monitoring techniques required to achieve the total quality service (TQS) transformation. Chapter 5 details the competitive dimension and the importance of awards and employee recognition in improving customer service. The importance of process improvement and cost reduction and the merging definitions of cost, quality, and productivity are developed in chapter 6. TQS case studies in essential market- and non-market-driven services are highlighted in chapters 5 through 8: public utilities (chapter 5); construction (chapter 6); federal, state, and local government and education (chapter 7); and healthcare (chapter 8). The concluding chapter summarizes the lessons learned and the leadership skills needed to change internal organizational systems and to sustain continuous process improvements. Throughout the book, theories and methods are integrated with examples of successful service-quality organizations. Appendices contain an organizational grid, Deming's 14 points, Crosby's 14 steps, and Malcolm Baldridge Award criteria. Fourteen figures and 7 tables are included. (Contains 209 references.) (LMI)

ED 387 920 EA 027 117

Robertson, Susan L.
"Fast" Capitalism and "Fast" Schools: New Realities and New Truths.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Although there is disagreement among educators about performance standards and their relationship to student performance, performance standards are central to the reforms under way in many states and large school districts, including Philadelphia. They are also mentioned explicitly in the Goals 2000: Educate America Act and in the re-authorization of Title I. Without a clear understanding of the issues surrounding performance standards and assessments, including their potential uses and their impact on a variety of populations, the implementation of a performance-standards and assessments-based system could harm the group that is most affected--students. This paper identifies and briefly discusses 16 policy issues that must be considered when developing a performance-based standards and assessment system. These issues include the following: (1) purposes(s) of standards/assessments; (2) method(s) of standard-setting to use; (3) types of judges to use for setting standards; (4) numbers of levels to set; (5) who determines final standards; (6) conflict between local, state, and national standards; (7) impact of standards/assessments on what is taught; (8) impact of standards/assessments on how teachers teach; (9) changes in school grading systems; (10) relationship between standards and assessments; (11) opportunity to learn; (12) impact on "special" populations; (13) school-based management versus central control; (14) "world-class" standards versus minimal competency; (15) information dissemination to the public and teachers about standards/assessment; and (16) sequence of development. (Contains 15 references.) (LMI)

ED 387 939 EA 027 139

Bailey, Jane M.; And Others
Restructuring Education for the 21st Century: A University Consortium Study.
PUB DATE- Apr 95
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Institutional Mission; Intermediate Grades; Junior High Schools; Leadership; Middle Schools; Organizational Change; Organizational Climate; Organizational Communication; *School Restructuring

This paper presents findings of a study that identified factors that facilitate or inhibit change, examined the effects of the change process on the school/community population, and provided recommendations to school and community personnel who may face change in the future. A three-tier research design included a review of the literature, a survey of 190 randomly selected middle-level Virginia schools, and in-depth case studies of three out-of-state schools that were in the process of implementing major changes. A total of 1,129 parents, teachers, speciality area teachers, and school administrators responded to the survey, a 64 percent response rate. Findings indicate that a consensually defined school mission is fundamental to effective change; change takes enormous time and effort; both resources and training need to be channeled toward systemic changes rather than piecemeal, inservice workshops; and personnel who are philosophically aligned with a school's mission and have professional expertise can greatly enhance the change process and communication among constituents. In

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Cognitive Development; *Cultural Influences; Cultural Pluralism; Educational Practices; Elementary Secondary Education; Ethnic Groups; *Learning Disabilities; *Limited English Speaking; Minority Groups; *Multicultural Education; Special Education; Student Needs

This review of the literature on multicultural education is intended to help teachers to better meet the needs of students with learning disabilities from diverse cultural backgrounds. Introductory information defines multicultural education and explains the literature search procedure. A rationale for multicultural education is offered, followed by a discussion of the close relationship between culture and learning, the effects of prejudice and stereotyping, and the special needs of the multicultural student with learning disabilities. Exceptionality within cultural groups and the dangers of generalizing from one population to another are considered, as are the interrelationship of linguistic and disability factors among Limited English Proficiency (LEP) children and the current general failure to adequately serve these children. Ethnocentric attitudes in the schools are contrasted with attitudes endorsing cultural pluralism. The influence of proficiency in English on cognitive development of bilingual students is evaluated. Classroom needs of this population are identified and include providing bilingual special education services. (Contains 35 references.) (DB)

ED 387 957 EC 304 311

Als, Heidelise; Gilkerson, Linda
Family-Focussed Developmental Care and Intervention for the Very Low Birthweight Preterm Infant at High Risk for Severe Medical Complications and Developmental Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 31 Mar 95
NOTE- 335p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Birth Weight; *Delivery Systems; Developmental Delays; Early Childhood Education; *Early Intervention; Family Programs; Hospitalized Children; *Hospitals; Models; Neonates; *Premature Infants; Prevention; *Program Effectiveness; Special Health Problems
IDENTIFIERS- Neonatal Intensive Care Units; *Special Care Nurseries

This federally funded project was designed to achieve three goals: (1) to test the effectiveness of an individualized behaviorally based developmental approach to providing early intervention services to very low birthweight preterm infants (and their families) in the newborn intensive care unit (NICU); (2) to evaluate this approach with low-risk, never ventilated preterm infants cared for in a special care nursery (SCN); and (3) to examine the professional and organizational structures necessary to implement this care model. Four NICUs and one SCN collaborated in the project. Differences between experimental infants and controls up to age 9 months are reported for medical outcomes, neurobehavioral outcomes, and family functioning. Results strongly supported the early intervention. The analysis of organizational structures found that such an

*Psychological Characteristics; Student Characteristics; Teaching Methods; Young Children
IDENTIFIERS- *Dabrowski (Kazimierz); *Overexcitability

This on-going qualitative multiple case study is examining K. Dabrowski's ideas concerning psychic overexcitability in gifted children, by describing the overexcitabilities exhibited by five young gifted children. The five children, ages 3 and 4, attend a private school for gifted children and were purposely selected to provide examples of the five different types of overexcitability postulated by Dabrowski. These are: (1) psychomotor overexcitability, (2) sensual overexcitability, (3) intellectual overexcitability, (4) imaginational overexcitability, and (5) emotional overexcitability. Data sources included individualized education plans of each child, intellectual evaluations, developmental questionnaires completed by parents, interviews with teachers, and observations of students in classrooms. Analysis indicated that all the children exhibited behaviors characteristic of intellectual, imaginational, and emotional overexcitability and two of the children also exhibited psychomotor and sensual excitability. Examples are given of child behaviors which demonstrate each of these sensitivities and of teaching strategies for dealing with them. (Contains 23 references.) (DB)

ED 387 976 EC 304 330

Hoven, John
Exemplary Advanced Placement Programs: Comparing AP Test Scores by Subject and School.
PUB DATE- Oct 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academically Gifted; Achievement Tests; *Advanced Placement Programs; Educational Background; *Equivalency Tests; Family Characteristics; *High Achievement; High Schools; High School Seniors; School Demography; *Teaching Methods
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *Montgomery County Public Schools MD

This study compared performance of seniors at 21 Montgomery County (Maryland) high schools on the Advanced Placement (AP) Tests. The schools were ranked by the percentage of college-educated adults within the school boundaries, and the ranking was compared to Advanced Placement test results (the average number of students, per 100 seniors, who scored 4 or 5 on a test). Some county schools produced an extraordinary number of students who did well on the AP exams--two to five times as many as other schools with similar demographics. Comments from interviews with AP teachers in nine of these exemplary advanced placement programs, focusing on the curriculum areas of English, computer science, social sciences, science, languages, and art, make up the bulk of the report. Successful strategies in implementing AP programs are identified, based on the comments of the exemplary programs' teachers. An appendix offers information on how a school administration or parent advocacy group might replicate the study. (DB)

ED 387 977 EC 304 331

Skrtic, Thomas M., Ed.
Disability and Democracy: Reconstructing (Special) Education for Postmodernity. Special Education Series.

Washington, Charles W., Ed.
Social Skills Issues.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Basic Education; Adult Literacy; Adults; *Career Counseling; Counseling Techniques; Family Environment; *Interpersonal Competence; Interpersonal Relationship; *Job Skills; *Learning Disabilities; Prevocational Education; Skill Development

This theme issue for people working in the field of adult literacy focuses on the impact of learning disabilities (LD) on an adult's social skills. It explores various social, emotional, and daily living concerns which adults with learning disabilities may face. The following articles are included: (1) "Social Skills and Adults with Learning Disabilities" by Henry B. Reiff, which discusses the critical importance of social skills; (2) "Counseling Students with Learning Disabilities" by Dale S. Brown, which includes six tips for working with people having social skills deficits; (3) "Workplace Social Skills: Do Your Students Measure Up?" by Sherry DeMoss, which reports a study identifying specific workplace social skill requirements; (4) "Techniques To Generally Improve Social Skills in the Workplace" by Nancie Payne, which lists 13 techniques; (5) "Developing Strategic Social Skills" by Robert Crawford, which offers a self-help list of useful strategies for LD adults; (6) "Dealing with Learning Disabilities in Relationships" by Brita Miller, which offers suggestions for both the LD individual and his/her partner; and (7) "Remembering the Adolescent Years" by Barbara Cordoni and Tara Cordoni-Ely, in which a mother and her daughter with LD offer their views of family life during adolescence. (Contains 16 references or selected readings.) (DB)

ED 387 996 EC 304 351

Parette, Howard P., Jr.
Culturally Sensitive Family-Focused Assistive Technology Assessment Strategies.
PUB DATE- 3 Nov 95
NOTE- 15p.; Paper presented at the DEC Early Childhood Conference on Children with Special Needs (Orlando, FL, November 30-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Assistive Devices (for Disabled); *Cultural Influences; *Decision Making; Delivery Systems; *Disabilities; Equipment Evaluation; *Evaluation Methods; Family Environment; Individualized Family Service Plans; Infants; Models; Preschool Education; *Selection; Toddlers

This review of the literature on assistive technology (AT) assessment strategies for infants and toddlers focuses on taking cultural differences into account while developing individualized family service plans. Topics covered include current practices and issues, including the value of a team approach and the need to consider child factors, AT device identification practices, too little attention given to non-intellectual barriers to achievement, too little attention given to learning style preferences, over-reliance on quantitative definitions of underachievement, and lack of family involvement in the educational process. Placement factors which educators should consider include service options, demographic variables, family concerns, and academic needs. Educators also need to address the following barriers to retention: classroom climate; the need for multicultural focus in education, curriculum, and inservice training for teachers; counseling personnel trained in gifted and multicultural education; recruitment of racially and culturally diverse teachers in gifted education; increased parental/family involvement; increased collaboration among professionals; early identification; and program evaluation. Recommendations are offered in the areas of: (1) equitable identification and assessment; (2) compatibility of placement; (3) increased emphasis on retention; (4) needs assessment, especially regarding underrepresentation of African Americans in gifted programs; (5) collaboration with allies in the African American community; (6) collaboration with a variety of relevant organizations; and (7) equitable allocation of resources. (Contains approximately 175 references.) (DB)

ED 388 013 EC 304 368

Renzulli, Joseph S.
Building a Bridge between Gifted Education and Total School Improvement. Talent Development Research-Based Decision Making Series 9502.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Curriculum Development; *Curriculum Enrichment; Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; Enrichment Activities; Excellence in Education; *Gifted; Heterogeneous Grouping; Portfolio Assessment; School Restructuring; Student Development; Student Interests; Talent Development; *Teaching Models
IDENTIFIERS- Enrichment Triad Model; *Schoolwide Enrichment Model

This monograph addresses the role of gifted education in total school improvement by describing three service delivery components (the Total Talent Portfolio, Curriculum Modification Techniques, and Enrichment Learning and Teaching) and several organizational components of the Schoolwide Enrichment Model (SEM). The report describes how the SEM can serve as a structure for schools trying to develop the talents of all students. It describes each of its three components: (1) the total talent portfolio, a vehicle for systematically gathering and recording information about a student's abilities, interests, and learning style preferences; (2) regular curriculum modification including curriculum differentiation, provision of in-depth learning experiences, and integration of enrichment activities; and (3) enrichment learning through provision of enrichment clusters to multi-age heterogeneous groups of students. The report also addresses schoolwide enrichment and educational reform, key ingredients of school improvement, a gentle and an evolutionary (but realistic) and Spanish version, is intended for parents of precocious readers. Research facts on early reading are briefly summarized. Implications for the classroom and home are offered and include a discussion of early school entrance, principles of reading instruction, and ways the parent can help the child at home. (DB)

ED 388 031 EC 304 399

Fowler, Mary
Desorden Deficitario de la Atencion. Segunda Edicion. NICHCY Briefing Paper and El Desorden Deficitario de la Atencion: Una Bibliografia de Materiales en Ingles y Espanol (Attention Deficit Disorder. Second Edition. NICHCY Briefing Paper and Attention Deficit Disorder: A Bibliography of Materials in English and Spanish).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 95
NOTE- 19p.; For the English version of the Briefing Paper, see ED 351 830.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Definitions; *Disability Identification; Educational Diagnosis; Etiology; Hyperactivity; Incidence; *Intervention; Parent School Relationship; Self Esteem; *Student Characteristics; Student Evaluation; *Symptoms (Individual Disorders)

This briefing paper uses a question-and-answer format to provide basic information about children with attention deficit disorder (ADD). Questions address the following concerns: nature and incidence of ADD; causes of ADD; signs of ADD (impulsivity, hyperactivity, disorganization, social skill deficits); the diagnostic ADD assessment; how to acquire an evaluation for a potential ADD child; treatment of ADD (behavior management, medication, and appropriate educational programming); helping to improve the child's self esteem; determining if the ADD child needs special education; the child's legal rights for special education; and locating a support group. The paper also lists the diagnostic criteria for ADD and suggests ways to work with the educational system to obtain an effective education for the child. Contains a list of seven references and six organizational resources. An attached bibliography lists three publications for families, five for educators, four concerning behavior management, and seven concerning special education. (DB)

ED 388 032 FL 022 732

WATESOL Journal, 1989-1994.
PUB DATE- 94
NOTE- 184p.; Only three issues published (fall 1989, spring 1991, fall 1994) during first 5 years.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Class Activities; Elementary Secondary Education; *English (Second Language); Error Correction; Females; Films; Foreign Students; Limited English Speaking; Linguistic Theory; Males; Professional Associations;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Cooperative Education; *Demography; Mainstreaming; Outcomes of Education; Program Effectiveness; Secondary Education; *Special Education; *Special Needs Students; State Programs; *Supervised Occupational Experience (Agriculture); *Teacher Attitudes; Vocational Education; Work Experience Programs
IDENTIFIERS- Oklahoma

An Oklahoma study sought to identify specific benefits that accrue to students with special needs in secondary Supervised Agricultural Experience (SAE) programs and to determine teachers' perceptions of SAE programs for students with special needs. Data were gathered in the fall of 1993 through a mailed survey of all 362 agricultural education departments in the state; 249 responses were received (69 percent). The study found that only 68 percent (956) of 1,401 students with special needs were involved in SAE. The most common types of SAE programs conducted by students with special needs included livestock exhibition, horticulture, agricultural mechanics, and job placement. The teachers were very experienced, with an average age of 38 and with 14 years of teaching experience. Overall, teachers' perceptions of students with special needs involved in SAE programs were positive. They felt that SAE for students with special needs was similar to SAE for mainstream students in most respects, although special needs students needed more help and had fewer options. The study concluded that SAE offered multiple opportunities and benefits for special needs students and related directly to the objectives of special education. Several difficulties were cited: poor student recordkeeping, lack of parental support, family's socioeconomic status, supervision time, and students' abilities and behaviors. Recommendations were made to involve more special needs students in SAE based on their needs. (Contains 23 references.) (KC)

ED 387 592 CE 069 829

Wills, Joan L.
Preparing Youth for a High Skilled Global Workforce.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Corporate Support; *Educational Change; Educational Legislation; *Education Work Relationship; *Federal Legislation; Labor Force Development; National Programs; *School Business Relationship; Secondary Education; *Standards; Vocational Education

In large measure, the United States is a country coming from far behind regarding even serious conversations about a national education system. Three pieces of federal legislation passed in 1994 are intertwined in purpose and actions. These include: the School-to-Work Opportunities Act; the Goals 2000: Educate America Act; and within the Goals 2000 legislation Title V establishing the National Skills Standards Act. Each represents capacity building/infrastructure development opportunities and reflects an effort to build and strengthen the base of current institutions while strengthening the links between those institutions in new and different ways. A connecting "lynch

(141)
DESCRIPTORS- Adolescents; Adult Education; Adults; Children; *Clubs; *Community Recreation Programs; Foreign Countries; *Intergenerational Programs; Models; Program Development; *Program Effectiveness; School Community Relationship; Secondary Schools; Shared Resources and Services
IDENTIFIERS- *Hobman Clubs (United Kingdom); *United Kingdom

The Hobman Clubs are intergenerational sports and leisure clubs that were started in several cities in the United Kingdom with funding from the David Hobman Charitable Trust. Since 1988, Hobman Clubs have provided a model for conducting intergenerational community activities in secondary school facilities when no school activities are taking place. In 1993-94, the success of existing Hobman clubs was evaluated and the feasibility of extending the network of clubs was assessed. Site visits were made to Hobman clubs in Carlisle, Cumbria, and Huntington, and individuals involved in trying to develop new clubs were interviewed. Those club members contacted were generally pleased with the clubs' operation/activities and were surprised that more schools have not organized clubs. Although each club studied had embraced the original Hobman Club objective of bridging the generation gap through sports/leisure activities, all had also identified their own priorities and begun focusing on programs/activities responsive to local needs. It was recommended that a network of Hobman Clubs be established to support new initiatives and act as models for further development. The importance of having each club reflect the unique needs of its own community and cooperation between clubs and host schools were emphasized. (MN)

ED 387 610 CE 069 966

Boice, Mike
Teachers with Special Needs: Training for Teachers of Adults with Learning Difficulties.
PUB DATE- Mar 95
NOTE- 50p.; Commissioned by the East Sussex County Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Educators; Educational Legislation; *Educational Needs; Educational Research; Foreign Countries; *Learning Problems; Staff Development; Teacher Attitudes; Teacher Education
IDENTIFIERS- England (East Sussex)

A British study investigated the training and staff development needs of tutors and organizers of education for adults with learning difficulties in East Sussex. It also reviewed relevant accredited staff development opportunities available nationally. A questionnaire was used to survey the perceived training needs of tutors and coordinators. Responses were received from 10 coordinators and 52 tutors. Follow-up interviews were conducted with all 10 coordinators and 20 tutors (some nonrespondents). Research into the national picture found a rather fragmented and piecemeal approach to staff development. Key issues were coping with the change brought about by the 1992 Further and Higher Education Act, funding, and philosophy. No local education authority had a strategy for staff development that encompassed all aspects of learning difficulties provision. Research into the local picture found a variety of groups and organizations that were or would be interested in being involved in training. Findings indicated the following: 6 coordinators and 46 percent of tutors had no specific training for work with adults with income support; the findings of studies examining the link between the minimum wage and job loss in California, New Jersey, and Texas; and the effects of minimum wage increases on youth employment and unemployment. The bibliography lists 64 publications dealing with the following topics: labor market and employment effects of the minimum wage; youth and the minimum wage; macroeconomic effects; and poverty and equity issues. (MN)

ED 387 629 CE 070 003

EBCE: The Far West Model. Experience-Based Career Education.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 1,048p.; For the program overview only, see ED 138 827.
LANGUAGE- English
EDRS Price- MF07/PC42 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adoption (Ideas); Career Development; *Career Education; Community Involvement; Comprehensive Programs; Curriculum Development; *Experiential Learning; Guides; Individualized Instruction; Models; Nontraditional Education; Orientation; Program Administration; Program Descriptions; Program Development; Resource Materials; *School Community Programs; Secondary Education; Skill Development; *Student Centered Curriculum; Student Development; Student Experience; Student Recruitment
IDENTIFIERS- *Experience Based Career Education

This package of handbooks on the Far West Laboratory version of Experience-Based Career Education provides information on the distinctive features of the Far West model. Part 1 on management has four handbooks: program overview; administration (attendance, budget, insurance and liability, schedules, staff, troubleshooting and problem solving); external relations (key constituencies, assessing local external relations needs, principles of external relations, external relations strategies); and student recruitment and selection (planning and methods). Part 2 on resources consists of handbooks on the following topics: resource development (determining resource needs, identifying potential resource sites, recruitment, sample resource guides, resource support, resource information system); a guide for resource persons; and package development (package career/subject areas, package development, package use, formative evaluation and revision). (A package is not curriculum, but rather a structure within which individualized curriculum can be planned and carried out in the form of projects.) Part 3 has three handbooks: guidance and instruction: orientation (planning the orientation, suggested activities, orientation workshops); learning coordination (role of the learning coordinator, entry assessment, program planning, advisory groups and project seminars, progress monitoring, credit assignment); and supplementary curriculum (what it is, how to set it up, how to coordinate it). Part 4 contains five project planning packages on commerce, communications and media, life science, physical science, and social science. Each has these components: project ideas, careers to explore, how to plan and complete a project, project seminars, using the package goals, package goals, goal checklist, course equivalencies, sample projects, and resources. Each part contains a bibliography. (YLB)

ED 387 630 CE 070 004

technical education and training (VOTEC). This background document presents an overview of policy issues and questions emerging from the VOTEC study. The report is organized in six sections. The introduction (Section I) recalls the conceptual orientations underlying VOTEC, section II provides a brief overview of major developments in vocational education and training in OECD member countries since the 1970s. A critical review of changing skill requirements and of various education and training responses in section III suggests that there may be a need not only for higher levels but also for new types of work skills in some or all segments of the labor market. In this context, the role of middle-level worker qualifications and the definitions of "professionalism" are examined. Further questions in section IV relate to educational pathways leading growing numbers of participants in postcompulsory and postsecondary education to new skill profiles, qualifications, and transition routes from education to employment. In section V, two major policy approaches are compared: (1) enhancement of the responsiveness of provision of training to changing labor demand through well-functioning education and training markets; and (2) emphasizing the preservation and further development of institutional linkages between education and the economy through innovative forms of system regulations. Section VI presents two groups of questions: one group relates to the responsiveness of education and training systems and to problems of consistency between education and employment policies, incentives for investment in vocational education and training, the reconciliation of performance and equity, and the risks that unemployment represents for the dynamics of education and skill formation; a second set reexamines "new professionalism" and the role of traditional hierarchies in modern production systems. (KC)

ED 387 649 CE 070 028

The Changing Role of Vocational and Technical Education and Training. Synthesis of Country Reports.
PUB DATE- Nov 94
NOTE- 83p.; Information report presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Educational Needs; Educational Philosophy; Educational Practices; *Education Work Relationship; Enrollment Trends; Foreign Countries; *Futures (of Society); Government Role; *Institutional Cooperation; Job Skills; Labor Market; Postsecondary Education; *Public Policy; Secondary Education; *Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development

In preparation for a conference held in Paris, France, in November 1994, the Organisation for Economic Cooperation and Development (OECD) launched a 5-year program that involved 20 countries studying the changing role of vocational and technical education and training (VOTEC). This report synthesizes 18 country reports on major recent developments affecting their education systems. The report approaches these issues from three perspectives: a historical analysis of recent reforms and policy debate; an in-depth examination of the

Education; Postsecondary Education; Public Agencies; Questionnaires; *School Business Relationship; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- Employer Surveys; *Great Britain

A study examined British employers' views of the links between education and business. Data were collected from the following sources: mail survey of a random sample of 1,796 employers drawn from the Dunn and Bradstreet database (response rate, 47.1%); follow-up interviews (43 face-to-face and 38 telephone interviews); and review of national and local studies of employer-education interaction. Although 84.6% of the employers surveyed advocated links between employers and education, such links were a minor rather than major priority for many employers. It was estimated that one-third of British employers (generally large employers) are involved in formal links with education, such as work experience, career events, and school visits. Most employers had adopted an ad hoc approach to education, with participation depending either on educators taking the initiative or chance contacts. Although most employers were aware of Education Business Partnerships (EBPs) and other agencies devoted to increasing school-business interaction, only one in four had links with EBPs. Lack of time, perceived lack of value, and/or lack of awareness were the main reasons many employers did not get involved in education-business links. (Twenty-four tables/figures are included. Appended are information about the survey response rate, questionnaire, and list of related publications.) (MN)

ED 387 666 CE 070 064

Newell, Andrea; And Others
Getting along with Others.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 94
NOTE- 24p.; For a related document, see CE 070 065.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Employment Problems; English (Second Language); Foreign Countries; High Interest Low Vocabulary Books; *Interpersonal Relationship; Learning Activities; Learning Modules; *Literacy Education; *Problem Solving; *Reading Instruction; Second Language Instruction
IDENTIFIERS- Workplace Literacy

This high-interest, low-vocabulary book was created for a literacy education program for adults. The book contains information on problem solving and step-by-step methods to solve problems related to work. Information is given on changing relationships with co-workers and employers and improving oneself. "Reading Report" newsletter-format sheets contain an advice column about several work problems with space for students to write in their solutions to the problems. (KC)

ED 387 667 CE 070 065

Newell, Andrea; And Others
I Am Important!
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 94
NOTE- 22p.; For a related document, see CE 070 064.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 95
NOTE- 60p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Services; Medical Vocabulary; Negligence; Nutrition; Occupational Therapy; *Occupational Therapy Assistants; Pathology; Patient Education; Physiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of occupational therapy assistant, lists technical competencies and competency builders for 16 units pertinent to the health technologies cluster in general as well as those specific to the occupation of occupational therapy assistant. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; and patient education. The 10 competencies specific to the occupation of occupational therapy assistant are as follows: assist with evaluation; define patient needs; incorporate occupational therapy principles in planning; plan therapeutic measures; use occupational therapy equipment; use orthotics; perform therapeutic measures; treat patients in functional activities; engage patients in purposeful activities; and provide therapy for different types of patients. (MN)

ED 387 686 CE 070 090

Physical Therapist Assistant.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 58p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Services; Medical Vocabulary; Negligence; Nutrition; Pathology; Patient Education; Physical Therapy; *Physical Therapy Aides; Physiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of physical

(141)
DESCRIPTORS- Continuing Education; Developed Nations; *Educational Finance; *Educational Practices; *Educational Trends; *Education Work Relationship; Employment Practices; Foreign Countries; Government Role; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *France

This monograph gives an overview of the vocational education and training system in France. It contains the following information: (1) a presentation of the administrative, demographic, and economic background in which the training system in France exists; (2) a brief historical review of the development of the training systems; (3) a presentation of the arrangements for initial training; (4) a presentation of the arrangements for continuing training; (5) an indication of where responsibilities for administering the system are located, including the influence of the social partners; (6) information on financing the system; and (7) an indication of present trends and developments. Five appendixes include the following: a list of abbreviations, an address list, a glossary of 17 terms, a bibliography containing 23 citations, and a synopsis of the main laws, regulations, and agreements on vocational training. (KC)

ED 387 703 CE 070 124

Frideres-Poos, Jose; And Others
Vocational Education and Training in Luxembourg.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; Developed Nations; *Educational Finance; *Educational Practices; *Educational Trends; *Education Work Relationship; Employment Practices; Foreign Countries; Government Role; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Luxembourg

This monograph describes the approach to vocational training in Luxembourg. The study was compiled from available publications and interviews with representatives of the Ministry of Education and the chambers representing both sides of industry. The report shows that the distinguishing features of the vocational training system in Luxembourg are the emphasis on training alternating with work experience and the close collaboration between the authorities and the two sides of industry. The report contains the following information: (1) a presentation of the administrative, demographic, and economic background in which the training system in Luxembourg exists; (2) the structure of the Luxembourg education system and a brief historical review of the development of the training systems; (3) a presentation of the arrangements for initial training; (4) a presentation of the arrangements for continuing training; (5) an indication of where responsibilities for administering the system are located, including the influence of the social partners; (6) information on financing the system; and (7) an indication of present trends and developments. Five appendixes contain the following: a list of abbreviations, an address list, a list of relevant legislation in the development of the training system, a bibliography

PUB DATE- 21 Mar 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; *Career Development; Career Guidance; *College Students; *Disabilities; Higher Education; *Learning Disabilities; Occupational Aspiration; *Physical Disabilities; Special Needs Students; Student Needs; *Vocational Maturity
IDENTIFIERS- Career Maturity Inventory (Crites)

Over the past 15 years, post-secondary institutions have experienced a significant increase in the enrollment of students with disabilities. This study examined the career decision-making attitudes of 21 college students with disabilities and the impact of their disability on academic and career choices. Nineteen undergraduates and two graduate students attending a small liberal arts university in the Midwest completed the Career Maturity Inventory and participated in a semi-structured interview. When compared to national norms, the participants had career maturity scores comparable to junior high school students. Despite the attention given to transitions for individuals with disabilities from high school to the world of work, a majority of the participants in this study reported receiving no transition services in high school. Furthermore, participants with auditory, visual, or physical disabilities were better able to describe the impact of their disability on academic and career development than were students with other types of disabilities (e.g., learning disabilities). It is recommended that students with disabilities participate in self-advocacy training and that they develop individualized career plans. The long-term implications of proposed interventions and the increase of independence should also be considered. Appended is the Career Development Interview Protocol Semi-Structural Interview. Contains 24 references. (RJM)

ED 387 724 CG 026 373

Matthay, Eileen R.; And Others
Counseling for College: A Professional's Guide to Motivating, Advising, and Preparing Students for Higher Education. Second Edition.
PUB DATE- 95
NOTE- 446p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Ancillary School Services; College Admission; *College Bound Students; College Choice; *College Preparation; Counseling Services; Higher Education; High Schools; Post High School Guidance; *Student Development; Student Needs
IDENTIFIERS- *Advisers; Advisor Role

For many individuals, opportunities for higher education in America are unknown. To meet the long-existing demand for guidance in this area, this volume instructs professionals in all facets of college advising. It shows advisers (school-based

Counseling Theories; *Counselor Training; Elementary Secondary Education; Employment; Ethics; Occupations; Postsecondary Education; *Professional Development; Standards
IDENTIFIERS- National Career Development Association

Changes in the United States and around the globe have influenced the world of work and the field of career development. Legislation is emphasizing career development programs for students and adults alike. This document provides an overview of the National Career Development Association's (NCDA) efforts to support the recognition and use of qualified professional career counselors in educational settings, community and government agencies, business and industry, and private practice. It includes the most recent documents developed by NCDA regarding career development policy, career counseling competencies, consumer guidelines for career counselor selection, services of career development specialists, and ethical standards. Section I provides an overview of NCDA and NCDA positions on career development via the 1992-93 NCDA Board's encompassing policy statement, with definitions of key terms and attention to fundamental concepts, issues, strategies, and practices at every stage. Section II describes, defines and discusses career counseling competencies, while section III reflects efforts to help the public select and benefit from career counselors. Section IV presents general and specific services provided by various career development specialties. Section V presents NCDA's ethical standards and procedures for processing ethical complaints, and section VI identifies additional printed resources. (JBJ)

ED 387 743 CG 026 523

Treatment of Juveniles in the Criminal Justice System. Hearing before the Subcommittee on Crime and Criminal Justice of the Committee on the Judiciary. House of Representatives, One Hundred Third Congress, Second Session (July 14, 1994).
PUB DATE- 95
NOTE- 171p.; Serial No. 85.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; Crime Prevention; Criminal Law; *Delinquency; Delinquency Causes; Delinquency Prevention; Federal Legislation; Hearings; *Juvenile Justice; Policy Formation; *Violence; *Youth Problems
IDENTIFIERS- Congress 103rd

Close to one-fifth of all violent crime is committed by children under 18. Between 1987 and 1992, the number of arrests of juveniles increased by 150 percent, twice the increase for persons 18 years and older, while juvenile arrest for murder increased 85 percent. As stated by Representative Schumer, this hearing was convened so that experts from around the country could advise Congress on how to address the juvenile crime problem. Opening statements were made by the following U.S. Representatives (in order): Charles E. Schumer; F. James Sensenbrenner, Jr., and Steven Schiff. Those presenting testimony were: Dr. Barry Krisberg, National Council on Crime and Delinquency; Edward J. Loughran, Robert F. Kennedy Memorial, National Juvenile Justice Project; David B. Mitchell, Judge, Circuit Court for Baltimore City, Patrick Murphy, Cook County public guardian; Peter Reinharz, Family Court Division, New York City Law Department; Dr. Terence P. Thornberry, School of Criminal Justice, Rochester Youth Development Study, University at Albany; Jo-Ann Wallace, Public Defender Service for the District of Columbia; and John J. Wilson, Office of

When students enter the classroom they are confronted with a wide variety of goals to strive for, activities to engage in, and challenges to face, across a number of domains: academic, artistic, sporting and social. Recently, there has been a growing recognition of this complexity of goals among researchers interested in student's motivational beliefs. This New Zealand study examined the relationship between Form Two students' (n=162) academic task values in two school subjects, mathematics and language, and their perceptions of social satisfaction in classrooms using a cooperative goal structure or in regular classrooms. Task values for engagement in mathematics and language activities were higher, and perceived costs lower, in classrooms using a cooperative goal structure. Higher task values and lower perceived costs were also associated with higher social satisfaction. The relationships between classroom goal structure, social satisfaction and task value orientation were mediated by gender. The interaction of gender and classroom goal structure suggested that girls are more affected by the nature of the classroom climate than are boys. This study supports current moves to extend research attention beyond the academic sphere and to consider students' perceptions of tasks within a wider contact. (JBJ)

ED 387 763 CG 026 571

Kohler, Maxie P.; Collins, Charles B., Jr.
Tools for Prevention: Building Healthy Youths. A Training Program for: School Counselors, School Nurses, School Psychologists. Participant Manual.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.; Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 95
NOTE- 204p.; For corresponding Trainer Manual, see CG 026 572. The resource directory is not included.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; Alcohol Abuse; *At Risk Persons; *Child Health; Communication Skills; Counselor Training; Drug Abuse; Elementary Secondary Education; Health Education; Health Services; Intervention; Prevention; Psychologists; School Counseling; *School Counselors; *School Nurses; *School Psychologists; Self Destructive Behavior; Skill Development; *Substance Abuse; Symptoms (Individual Disorders); Teaching Guides; Training; Training Objectives
IDENTIFIERS- Children of Alcoholics

This training program participants' manual is designed to assist K-12 school counselors, nurses, and psychologists in offering aid to youths at risk for substance abuse. The training objectives for participants in the workshop are to be able to demonstrate: (1) competence in knowledge of basic substance abuse information to include age-appropriate signs and symptoms of substance abuse in students; (2) competency at recognizing age-appropriate risk/resiliency factors of students; (3) knowledge of pharmacological effects of substances on students' physical, cognitive, and social/emotional well-being; (4) skill at developing basic prevention activities/programs including but not limited to Student Assistance Programs (SAP); and (5) skill for appropriate counseling and referral techniques for youths at risk of substance abuse. Chapters are: (1) Introductions; (2) Connections between Substance Use and Academics; (3) Signs and Symptoms of Substance Use; (4)

measures of reading achievement by African-American children from low-income families has been studied for over 3 decades. Additionally, sociocultural and environmental factors that may affect the reading performance of inner-city, African-American, middle-grade (grades 5-8) children have been the subject of much research. However, that research has not focused on the African-American student or the out-of-school setting. Moreover, little attention has been given to the reading attitudes, interest, and motivation of these children. The paper discusses the need to examine the attitude, interest, and motivation of inner-city, African-American, middle-grade children toward leisure reading. It also discusses the importance of examining the interrelationships that may exist among attitude, interest, and motivation. Contains 40 references and a figure illustrating an affective model of reading. (Author/RS)

ED 387 783 CS 012 277

Sullivan, Barbara S.; Martin, William C.
Enhancing Beginning Readers' Performance with Predictable Materials.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Grade 1; Instructional Effectiveness; Primary Education; *Reading Instruction; *Reading Materials; Reading Research; *Reading Skills
IDENTIFIERS- F Test; *Predictable Books; T Test

A study determined if a correlation existed between the use of predictable materials and the enhancement of reading skills. The specific reading skills in question were oral vocabulary, visual discrimination, letter and word recognition. Data were drawn from a group of first graders that represented a cross section of social, economic, and academic levels in a rural community setting. Subjects (n=15) were of Caucasian descent with English as their first language. C. L. Burke's Reading Inventory and the Reading Attitude Inventory were used in a pre/posttest procedure to gather data with t tests describing the differences. F test was used to determine if equal variance existed between the control and experimental groups. Findings suggest that the use of predictable materials is a successful alternative for reading instruction among beginning readers. (Contains 13 references and 7 tables of data.) (Author/RS)

ED 387 784 CS 012 278

Adams, F. Elina
Parent Involvement Texas Style--The Parent-Child Literacy Acquisition Society.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Parent Child Relationship; *Parent Participation; Program Descriptions; Reading Aloud to Others; Reading Comprehension; *Reading Strategies; School Community Relationship; *Workshops
IDENTIFIERS- Texas (Houston)

Teachers at an elementary school in a working class neighborhood

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Cooperative Learning; *Dialog Journals; *Electronic Mail; Higher Education; Literary Criticism; Student Reaction; Writing (Composition)
IDENTIFIERS- Computer Writing Network; *Internet; *Response to Literature

Whatever the view an educator takes of collaborative learning, it does seem that it takes a lot of class time. However, computer networking capabilities allow for all the advantages of collaborative learning without requiring the instructor to devote large blocks of precious in-class time to encourage it. Five good ways to use networking capabilities in literature classrooms are as follows: (1) requiring students to read shared electronic journals; (2) responding to these journals; (3) requiring them to communicate among themselves via electronic mail; (4) requiring them to send messages to; and (5) receive messages from on-line discussion groups. After students are oriented to the computer and its capabilities in terms of electronic mail, they are required to keep a literature journal which is graded periodically. After grading, the journal contents are placed in a large compilation file available to students via the computer. Students can then respond to the journal compilation through bulletin board systems. Examples of student responses to "Jane Eyre" show how fully engaged students are by this medium. Students are also encouraged to send each other electronic mail. Still another means of encouraging student exchange about literature come to students via the Network News, a world-wide bulletin board system available to everyone on the VAX. Thousands of newsgroups, representing a whole array of topics, from academic to recreational, are listed on the bulletin board which all users can access and peruse. (TB)

ED 387 805 CS 215 062

Hunzer, Kathleen M.
Freedom as Constraint in the Writing Process.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Freshman Composition; Higher Education; Rhetorical Theory; Teacher Student Relationship; Undergraduate Students; *Writing Apprehension; *Writing Assignments; *Writing Processes
IDENTIFIERS- West Chester University of Pennsylvania; *Writers Block

The problems of writer's block and writing apprehension have just started to be examined in conjunction with modern rhetorical theories and practices. One of the variables that can make students more vulnerable to writer's block and writing apprehension is the degree of freedom the student is granted in the writing assignments. Two such freedoms would be: (1) the

(120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Authors; *Females; Feminism; Higher Education; *Medieval Literature; *Student Attitudes; *Student Reaction; Student Surveys
IDENTIFIERS- Kempe (Margery); *Literary Canon; *Response to Literature

While there has been a great deal of debate about enlarging the canon, less attention has been paid to how students respond to "new" literary figures such as Margery Kempe and Julian of Norwich, or to how instructors should incorporate them into an already cramped literature survey course. Instructors must consider some questions that are probably not of concern to students, such as whether students find it as important to read texts authored by women as the instructor does in his or her critical role; whether their understanding of those women-authored texts changes their understanding of the course as a whole; or, whether one combination of texts from the Middle Ages is about the same as another. A study examined these questions by distributing in a medieval literature course a seven-question survey to be completed anonymously and for extra credit. Results showed both the men and the women of the class found the texts by women important to the success of the course. For instance, in response to the first question ("The typical way to present the ideas or values of this period would be to rely on readings from Chaucer and "Sir Gawain." Would this approach have been a good method in this course?"), nearly all answered no. The majority said they found the readings by women important and thought-provoking; nearly all students liked Margery Kempe's reading more than that of Julian of Norwich. (TB)

ED 387 823   CS 215 092

Dorwick, Keith
The Last Bastion: Student Self-Determination and the Making of a Syllabus.
PUB DATE- 25 Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); *Course Content; *Curriculum Design; Higher Education; Homophobia; Research Papers (Students); *Student Centered Curriculum; *Student Interests; Student Needs; *Writing (Composition); Writing Exercises; Writing Instruction
IDENTIFIERS- *Homosexual Literature; *University of Illinois Chicago

Aiming to develop both a philosophy and a rationale for student-determined course content, this paper proposes ways in which college students can determine reading content and writing assignments for their courses. An instructor and his students at the University of Illinois at Chicago developed course syllabi for English 152 (introduction to composition) and English 162 (composition II, a research paper course). Although there was much discussion pro and con among the students, the instructor did not relinquish all authority, since he continued to determine the number and length of assignments, due dates, evaluation standards, and penalties for late papers, and other

Electronic Mail; *Information Literacy; *Mass Media; *Online Systems; Questionnaires; Surveys
IDENTIFIERS- Internet; *Media Literacy

Each new media revolution forces adjustments for both the producers of messages and the receivers of those messages. Integral to the communication process is an understanding of what it means to be literate in an eclectic communication environment and of how the new media may enhance or impede literacy. An important premise for this discussion is that there must be a correlation between two concepts: what it means to be "media literate" (savvy to the processes and protocol of the media) and what it means to be "literate through media" (using the media as conduits to achieve heightened proficiencies in the basic literacy skills of reading, writing and comprehension). "Surfing" one of the incarnations of the new media, the Internet, a researcher asked six respondents questions about literacy and computers. The respondents were two university administrators, two media managers/publishers, a corporate librarian, and an independent writer/teacher. Responses, thought not scientifically solicited, were revealing, and, in may ways, closely reiterated the Electronic Frontier Foundation's co-founder John Barlow's vision of the transformation of information from product to process. Questions ranged from what media the respondents had encountered through their jobs to how they would define literacy and whether they thought it was in need of redefinition in light of the new media. Most significant results showed that the respondents believed that media and literacy, whether old or new, all involve one thing: the transmittal of information. This transmittal calls for basic skills like the ability to read and write and think critically. (Includes 4 tables of data; contains 12 references.) (TB)

ED 387 843 CS 509 046

Shaver, Lynda Dixon; Shaver, Paul M.
Issues in Standardizing the Basic Course in Communication: Faculty Visions versus Administrative Realities Now and in the Future.
PUB DATE- May 95
NOTE- 15p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Course Content; *Course Objectives; Course Organization; *Higher Education; *Introductory Courses; *Speech Communication
IDENTIFIERS- Educational Issues; *Speech Communication Education; *Standardized Curriculum

This paper calls for the standardization of the speech communication basic course at large universities where many sections are taught a semester by graduate students and adjunct faculty. The paper discusses the faculty vision for a standardized basic communication course and suggests that standardization is one of the ways that communication faculty can ensure that speech communication as a discipline can become known for its substantive, integral nature. The paper offers a rationale for standardizing the basic course and discusses what constitutes a standardized course, i.e.: (1) a syllabus designating a minimum number of required chapters from a procedures based on cognitive profiles, learning-style inventories, and mastery learning; (4) establish a moral/ethical vision; and (5) implement an individualized approach to teaching and learning. (LMI)

ED 387 862 EA 027 049

Whitney, Terry N.; Crampton, Faith E.
State School Finance Litigation: A Summary and Analysis.
PUB DATE- Jul 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; Finance Reform; School District Wealth; *State Courts

Thirteen cases involving state school-finance litigation were decided in 1994. Of these 13 decisions, 6 state systems were found to be unconstitutional. This document describes state litigation involving school finance for 1994-95. A review of cases finds that states have manifested a variety of responses to court decisions. Most suits turn on the equity and adequacy of state funding, and the decisions handed down in 1994 followed that pattern for the most part. However, no particular pattern could be identified to determine how courts decided the constitutionality of educational finance systems. Finally, rulings were made in 1995 on long-standing litigation in New York, Tennessee, and Texas. One table highlights the status of school-finance litigation for 1994-95. Contains a 13-item list of state legislature reports. (LMI)

ED 387 863 EA 027 050

Ross, Tweed W.
LISTSERVs as a Method To Enhance Instruction: Our First Year Experience.
PUB DATE- Aug 95
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Williamsburg, VA, August 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Computer Mediated Communication; *Educational Technology; *Electronic Mail; Higher Education; Information Networks; Information Systems; Online Systems; Organizational Communication; Teleconferencing
IDENTIFIERS- *LISTSERVs

This paper describes practical issues involved in using LISTSERVs as a means of enhancing graduate-student education. During the spring semester of 1995, two classes in the Educational Administration and Educational Technology Departments of the College of Education, Kansas State University, utilized LISTSERVs as a means to continue class discussions. One class, the "proficient" class, was composed primarily of doctoral students majoring in educational technology. The other class, the "novice" class, was a staff-development class comprised largely of practicing school administrators. The novice class was hampered by their unfamiliarity with computers and access problems. The more proficient class communicated more frequently, at greater length, and with greater ease than did leadership skills critical not only to the implementation of reform recommendations but also to the success of both reforms and administrators. Administrator-education programs need to provide students with organizational structures within which the skills may be exercised. The paper advocates the use of problem-solving models and the intervention-assistance team model. It is recommended that educational-administration programs couple the new leadership skills to suitable organizational structures. Regardless of the organizational structures in which graduates find themselves as administrators, participation in a problem-solving team and learning problem-solving skills will help them in resolving fundamental educational issues. (Contains 16 references.) (LMI)

ED 387 882   EA 027 075

House, Jess E.
Solving Student Problems with the IAT: A Primer for the Principal.
PUB DATE- Aug 88
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Child Welfare; Elementary Secondary Education; *Intervention; *Participative Decision Making; *Social Services; *Student Problems; Teamwork

The typical school system lacks an adequate support system for helping teachers resolve student problems. This paper describes one organizational innovation, the intervention assistance team (IAT), which is a formal group of teachers and other educational personnel who meet at the building level to recommend solutions to specific instructional problems. Guidelines are offered for team composition, the referral procedure, and scheduling. The team provides the following benefits: (1) a means for the school district to meet Ohio's accountability standards; (2) timely intervention for students; (3) a means for meeting the state requirement for identifying handicapped children; (4) support and staff-development opportunities to teachers and principals; (5) participative decision-making opportunities; and (6) opportunities for enhancing the principal's instructional-leadership role. A checklist of questions to consider prior to adoption and a list of guidelines for conducting IAT meetings are included. (Contains seven references.) (LMI)

ED 387 883   EA 027 076

Corbett, Dick; Wilson, Bruce
Restructuring for Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Jan 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Relevance (Education); Resistance to Change; *School Restructuring; Student Attitudes; *Student Educational Objectives; *Student Role; *Student School Relationship

This paper argues that the student role has been overlooked in the educational-change literature. New definitions of student children form social bonds, instilling in them core values, and serving as a safe haven for those students whose home lives lack a sense of safety. The bulletin begins with a brief discussion of the term "school community." Chapter 1 outlines the essential characteristics of community and notes the difficulties of defining the boundaries of school community. Chapter 2 provides evidence in support of the benefits of a strong school community. The third chapter presents three case studies in community-building, which offer working models that administrators and practitioners can use in selecting and developing strategies in their own schools. Profiles of two principals are offered in chapter 4, in which the innovative strategies the principals used to create a caring environment for students is described. Chapter 5 offers recommendations for developing a strong sense of community within the school. Suggestions focus not only on forging bonds among people but on creating a sense of place. (Contains 41 references.) (LMI)

ED 387 901 EA 027 095

Guaglianone, Curtis L.
Portfolio Assessment of Administrators.
PUB DATE- Aug 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (49th, Williamsburg, VA, August 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Evaluation; Educational Administration; Elementary Secondary Education; Evaluation Methods; *Job Application; *Portfolio Assessment; Portfolios (Background Materials); Profiles

Portfolios have been used in the authentic evaluation of artists, business professionals, students, and teachers. This paper examines the feasibility of using portfolios to evaluate administrators in training. The document describes portfolios and their uses in administrator-preparation courses, as job applications, and as on-the-job assessment of practicing administrators. A survey of 90 school districts within a 6-county region around California State University, Stanislaus, elicited responses from 35 administrators. Thirty of them said that an administrative portfolio would help candidates applying for public school-administration positions. Twenty-nine administrators said that candidates enhance their job applications by providing a visual image of their qualifications. They also reported that the most important materials to be included in portfolios are those related to evaluation and professional development--such as samples of teacher evaluations, evidence of leadership in professional development, evidence of participation in professional development, and district evaluation reports. They assigned the most importance to the domains of leadership, instruction, and learning environment. Finally, they suggested that portfolios should: (1) use a clear, brief, and organized format; (2) focus on specific strengths of the applicant; and (3) include pertinent, verifiable information. (LMI)

ED 387 902 EA 027 096

Paull, Robert C.; And Others
Preparing Administrators To Meet the Challenges of a Multi-Cultural Society.

DESCRIPTORS- *Capitalism; *Consumer Economics; *Economic Development; Economic Impact; Educational Change; Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Labor Economics; *School Based Management; Welfare Services
IDENTIFIERS- *Postmodernism

This paper locates the phenomenon of self-managing schools within the framework of "fast capitalism" and identifies themes of organization central to fast capitalism, which are argued to also underpin the self-managing schools. "Fast capitalism" refers to the rapidly intensified integration of regionalized productive activities into the global circuit of capital, and the further penetration of consumerism. The paper argues that the self-managing school can be understood as an institutional expression of the postmodern/post-Fordist social relations, which have been shaped by an intensification of globalization. These tendencies have been crucial in shaping the transformation of the national state and educational provision, including the underlying grammar of self-managing schools. The penetration of the commodity form into the heart of the schooling enterprise shows how successful the productive units at the local level--under the guise of self-managing schools--have been in carrying the new social relations of "fast capitalism." These developments are seen to arise as a result of economic, political, and social struggles. The study of self-managing schools can focus attention on the shifting configurations of power, knowledge, time, and space (Aronowitz and Giroux 1991) that provide the basis for oppositional action. (Contains 38 references.) (LMI)

ED 387 921 EA 027 118

Johnson, Jean
Assignment Incomplete: The Unfinished Business of Education Reform. A Report from Public Agenda.
PUB DATE- Oct 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Majority Attitudes; National Surveys; *Public Opinion; Public Schools; *Public Support; *School Effectiveness; *School Restructuring; Standards

This publication is a followup report to Public Agenda's 1994 study on public-school education, entitled "First Things First." The publication reports findings of a 1995 study that investigated the public's perspective on school restructuring. Data were derived from a national telephone survey of 1,200 Americans, including 439 parents of children in school and 237 public-school teachers; and a mail survey of 734 decision makers in government, business, the media, and 417 educational administrators. Findings indicate that despite their disappointment with public schools, most people were not ready to dismantle the public education system. However, they were confused and frustrated about how to get the system to work--to provide the environment and standards conducive to teaching and learning. Second, 9 in 10 Americans (92%) agreed that teaching basics such as reading, writing, and arithmetic was "absolutely essential." Third, people strongly supported the creation and enforcement of higher academic standards, which they believed would improve student motivation and increase learning. Finally, most respondents did not place a high value on knowledge for its own sake. Fifty-nine percent of the general public said that a diploma is important because employers are addition, leadership must have a clear sense of mission, a vision as to where that mission is headed, and the energy to integrate multiple changes at once. However, a discrepancy existed between the ideal of "systemic" change and the types of changes happening in Virginia schools. The schools appeared to be grappling with a multiplicity of changes made on either a piecemeal basis or on a programmatic basis. In addition, these changes were not integrated into the notion of broad, systemic change representing any fundamental educational paradigm shift. A conclusion is that change is a process rather than a product. More work needs to be done communicating to local education agencies how to integrate a variety of types of change toward an operational mission of effective education. Eight tables are included. (Contains 43 references.) (LMI)

ED 387 940 EA 027 140

Gettys, Cynthia M.; And Others
21st Century Administrator Development Program.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Employment Opportunities; *Inservice Education; Leadership Training; *Management Development; Principals; *Professional Development; Professional Training; School Administration
IDENTIFIERS- *Chattanooga Public Schools TN

As more administrators retire, it becomes increasingly necessary to train competent individuals to assume educational leadership positions. Recognizing this need, the Chattanooga Public Schools established an administrator development program to assist in the further training of educational leaders. The program was conducted annually during 3 school-calendar years (1991-92, 1992-93, and 1993-94) and consisted of 12-15 weekly 2-hour sessions from November through March. Level I was designed for teachers holding administrative certification who were interested in becoming administrators, and Level II was designed to train principals, assistant principals, and system directors holding administrative certification who were interested in advancing at the administrative level. Findings show that during 1992-93 and 1993-94, women achieved the majority of the promotions. Caucasian women accounted for 44 percent of the promotions and African-American women accounted for 27 percent. Over all 3 years, women achieved 72.3 percent of the promotions. During the first 2 years, 40 percent of Level I participants were promoted. Fifty percent of Level II participants during the 1993-94 year were promoted to administrative positions as assistant principals, principals, or system directors. The district's principal-selection committee believes that participation in the administrator-preparation program better prepares people for participating in the micropolitical process of school administration, which involves conflict over resource allocation. More cooperation between school districts and institutions of higher education is needed to integrate preservice and inservice training for administrators. Four figures are included. Contains four references. (LMI) intervention model requires a process-oriented relationship-based approach. Individual sections of this final report present the project's goals and objectives, theoretical and conceptual framework, methodology, findings, impact, and future activities. Tables and figures detailing the study's findings are appended, as are instruments used in the organizational analysis. Also attached are forms used for consultation with implementation sites, forms for consultation with individual trainees, forms for site assessment and trainee self-assessment, copies of several papers resulting from the project, and copies of additional instruments. (Contains 32 references.) (DB)

ED 387 958 EC 304 312

What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers.
PUB DATE- 95
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Codes of Ethics; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Knowledge Base for Teaching; Preschool Education; *Preservice Teacher Education; *Special Education Teachers; *Standards; *Teacher Certification; Teacher Competencies; Teaching Skills
IDENTIFIERS- *Council for Exceptional Children

This document presents standards and guidelines for the preparation and certification of special educators, as identified by the Council for Exceptional Children (CEC), CEC Divisions, and others. Part 1 includes the CEC Code of Ethics and Standards for Professional Practice for Educators of Persons with Exceptionalities. This section provides general guidance for professional conduct. Part 2 is designed as a reference for states and provinces in determining certification requirements for entry into the profession. It presents CEC International Standards for Entry into Professional Practice, and is coded to facilitate easy reference for each knowledge and skill item. Part 3 is presented especially for use by special education professional preparation programs. The same sets of knowledge and skills identified in part 2 are presented in a format similar to that used by the National Council for Accreditation of Teacher Education. Standards for knowledge and skills essential for all beginning special education teachers are outlined first, followed by knowledge and skills for beginning special education teachers working with students who have deafness or hearing impairments, emotional and behavioral disorders, gifts or talents, learning disabilities, mental retardation and developmental disabilities, visual impairments, and physical and health disabilities, as well as preschool children with developmental delays. The items in parts 2 and 3 are coded by area, topic, and knowledge or skill, in order to provide a framework for creating a searchable database of knowledge and skills items. Space is provided next to each item for citing course numbers or other descriptions or examples of where the knowledge or skill is covered in the curriculum or continuing education program. (DB)

ED 387 959 EC 304 313

Weintraub, Frederick J., Ed.; McLane, Kathleen, Ed.

PUB DATE- 95
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Democracy; *Disabilities; *Educational Change; *Educational Philosophy; Educational Principles; Elementary Secondary Education; Holistic Approach; Humanism; Humanistic Education; *Inclusive Schools; Intellectual Disciplines; Learning Disabilities; Regular and Special Education Relationship; *Special Education; Theories; Theory Practice Relationship
IDENTIFIERS- Deconstruction; Functionalism; *Postmodernism; Pragmatism; Radical Critical Theory; *Reconstructive Approach; Structuralism

This book presents 10 chapters covering issues in the reconstruction of special education in inclusive schools. The book's three parts focus on deconstructing and reconstructing the professions, optional metatheories of special education and disability, and optional theories of special education and disability. Five of the chapters are by Thomas M. Skritic: "Theory/Practice and Objectivism: The Modern View of the Professions"; "Power/Knowledge and Pragmatism: A Postmodern View of the Professions"; "The Functionalist View of Special Education and Disability: Deconstructing the Conventional Knowledge Tradition"; "Special Education and Student Disability as Organizational Pathologies: Toward a Metatheory of School Organization and Change"; and "Deconstructing/Reconstructing Public Education: Social Reconstruction in the Postmodern Era." The other five chapters are: "The Interpretivist View of Special Education and Disability: The Value of Telling Stories" (Philip M. Ferguson and Dianne L. Ferguson); "The Radical Structuralist View of Special Education and Disability: Unpopular Perspectives on Their Origins and Development" (Sally Tomlinson); "The Radical Humanist View of Special Education and Disability: Consciousness, Freedom, and Ideology" (Dwight C. Kiel); "Radical Structuralist Perspectives on the Creation and Use of Learning Disabilities" (Christine E. Sleeter); and "Holism and Special Education: There Is No Substitute for Real Life Purposes and Processes" (Lous Heshusius). (Individual papers contain references.) (DB)

ED 387 978 EC 304 332

Bridges to Reading. What To Do When You Suspect Your Child Has a Reading Problem: A Kit of First-Step Strategies Kit .
PUB DATE- 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Disability Identification; Educational Diagnosis; Elementary Secondary Education; Learning Disabilities; Parents as Teachers; Parent School Relationship; Parent Student Relationship; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Processes; Reading Strategies; Self Esteem; Student Evaluation; Study Skills; Test Wiseness

This kit is intended to provide parents of children with learning disabilities, particularly reading disorders, with appropriate information, tools, and references. The kit includes eight strategy-based booklets featuring steps to success, parent-child activities, frequently asked questions, and resources.

factors, and service system factors. Family, cultural and other related issues addressed include family expectations of AT, changes in family interaction patterns and stress, the social environment, cultural influences, ethnicity, acculturation, social influences, developmental expectations, and life experiences. A comprehensive model for AT decision-making is offered in the context of future assessment considerations. The review concludes that professionals should become competent in both family-centered strategies and culturally competent intervention approaches. Contains 93 references. (DB)

ED 387 997   EC 304 352

Lovey, Jane
Supporting Special Educational Needs in Secondary School Classrooms.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Computer Uses in Education; *Disabilities; *Educational Practices; Foreign Countries; Hearing Impairments; *Inclusive Schools; Instructional Effectiveness; Learning Disabilities; Mental Retardation; Physical Disabilities; *Regular and Special Education Relationship; Secondary Education; Self Esteem; Special Education Teachers; *Special Needs Students; Team Teaching; Visual Impairments
IDENTIFIERS- United Kingdom

This book is concerned with support for secondary students with special educational needs in the regular classroom, as it exists in reality in the United Kingdom and in the ideal. It shares strategies that effective support teachers use in helping pupils in the classroom. The role of the support teacher and the relationship of the support teacher and the subject teacher are examined. Individual chapters focus on supporting pupils with mild and moderate learning difficulties, specific learning difficulties, behavior problems, and sensory and physical difficulties. Other chapters discuss the impact of classroom support on student, teacher, and parent self-esteem, and the use of computers and audio equipment in classroom support. Results of a study which identified indicators of effective support in secondary schools are reported, based on the views of parents, children, headteachers, and specialist and support teachers. Advice is offered in the context of the United Kingdom's Code of Practice on the Identification and Assessment of Special Educational Needs. (Includes 57 references.) (JDD)

ED 387 998   EC 304 353

Zirkel, Perry Alan
Section 504 and the Schools.
PUB DATE- 93
NOTE- 438p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

approach to school improvement, and starting the school improvement process. Twelve frequently asked questions about schools for talent development are answered. A glossary is attached. (Contains 25 references.) (DB)

ED 388 014 EC 304 369

Hawkins, William A.
Constructing a Secure Mathematics Pipeline for Minority Students. Math Research-Based Decision Making Series 9504.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Academically Gifted; Academic Standards; Access to Education; Attribution Theory; Comparative Education; Cooperative Programs; Educational Change; *Educational Strategies; Elementary Secondary Education; Equal Education; *High Achievement; Low Achievement; *Mathematics Achievement; *Mathematics Education; *Minority Groups; Nature Nurture Controversy; Talent; Teacher Role
IDENTIFIERS- *SUMMA Consortium

This report examines issues in the low achievement of American students in mathematics, with emphasis on the low representation of minority students in this field. American myths about mathematics which emphasize the importance of innate ability rather than hard work are seen as reinforcing racial and gender stereotypes about who can do mathematics. Examples of prominent mathematicians and physicists whose lives counter these myths are offered. Comparisons are made showing that American students at all levels lag behind their foreign counterparts in mathematics achievement. Details of these comparisons and how they have influenced reform efforts in mathematics education are considered. Specific barriers to mathematics achievement experienced by minority students are identified and statistics showing minority underrepresentation in this field are detailed. The Strengthening Underrepresented Minority Mathematics Achievement (SUMMA) Consortium Program led by the Mathematical Association of America is described. Specific guidelines for teachers are offered, including: (1) communicate to students that hard work is the key to long lasting accomplishment in mathematics; (2) be familiar with the National Council of Teachers of Mathematics Standards; (3) utilize multicultural materials; (4) encourage mathematical talent in minority students through mentorships and other programs; and (5) strive for both high quality teaching and approachability by students. (Contains 41 references.) (DB)

ED 388 015 EC 304 370

Ford, Donna Y.
Counseling Gifted African American Students: Promoting Achievement, Identity, and Social and Emotional Well-Being. Counseling Research-Based Decision Making Series 9506.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95

Professional Development; Realia; Regional Programs; *Second Language Instruction; Whole Language Approach; Writing Instruction
IDENTIFIERS- Japanese People; Krashen (Stephen)

"WATESOL" is an acronym for "Washington Area Teachers of English To Speakers of Other Languages." This document consists of the only three issues of the "WATESOL Journal" published from 1989 through 1994. Fall 1989 includes: (1) "The Visual Voices of Nonverbal Films" (Salvatore J. Parlato); (2) "Literature for International Students" (Anca M. Nemoianu and Julia S. Romano); (3) "Male and Female Japanese Students" (Christine F. Meloni); (4) "The Influence of Teaching on Students' Self Correction" (Maria Helena Donahue); (5) "Creating a Precourse to Develop Academic Competence" (H. Doug Adamson, Melissa Allen, and Phyllis P. Duryee). Spring 1991 issue includes: (1) "Children's Literature for LEP Students, Ages 9-14" (Betty Ansin Smallwood); (2) "Portable Mini-Centers for the Elementary ESL Classroom" (Mary Lou Kulsick and Pat Robinson); (3) "Shakespeare Made Simple" (Susan Lewis English); (4) "The Fail-Safe Micro Research Paper" (Mary Anne Saunders); (5) "Conferencing with ESL Students" (Nancy Hayward). Fall 1994 issue includes: (1) "Four Sure-Fire Fillers" (Pam Monder); (2) "Put the...On the..." (Les Greenblatt); (3) "Who?" (Les Greenblatt); (4) "Realia and American Culture" (Melissa Hess and Sandy Sklarew); (5) "Static Images: Creating Colorful Classrooms for Temporary Purposes" (Shirley Thompson); (6) "Electronic Feedback: Responding to Student Writing On-Line" (Ron Corio); (7) "Storytelling: Authentic Learning from the Heart" (Joan Leotta); (8) "Classroom Implications of Krashen's Writing Theory: The Use of the Double-Entry Journal" (Carroll Fox); (9) "Teacher-Centered Versus Child-Centered Approaches in English Instruction" (Nobuhiko Akamatsu); (10) "A Whole Language-Process Writing Model for Production of a Multicultural Text by ESL Students" (Henry J. Amador). (NAV)

ED 388 033 FL 022 860

Calliabetsou, Penelope
L'Enseignement de la grammaire en langue etrangere: Contenus et processus (The Teaching of Grammar in a Foreign Language: Content and Process).
PUB DATE- 95
NOTE- 28p.
LANGUAGE- French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Course Content; Cultural Context; Educational Strategies; Foreign Countries; *Grammar; *Notional Functional Syllabi; Second Language Instruction; *Second Languages; *Sociocultural Patterns; Sociolinguistics

A discussion, in French, of second language grammar instruction looks at the differences between a traditional linguistic approach to grammar learning, used less and less with the advent of communicative language teaching methods, and a sociolinguistic approach, which focuses more closely on the sociocultural context of functional variants of a speech act. Eleven principal elements of the situational context for a communication are enumerated. The content and processes of various grammar instruction methods (indirect, direct, communicative) are then outlined. It is argued that a narrow approach to grammar instruction is bound to produce pin" of the systemic change strategy embedded in all three pieces of legislation is the development of standards. Goals 2000: Educate America Act defines three types of academic standards: content, performance, and opportunity-to-learn. A major element of the National Skills Standards Act is the creation of the National Skill Standards Board (NSSB). To encourage systematic reforms, the School-to-Work Opportunities Act set out to reverse the current fragmented approach to transition to work. To seize the opportunity, two major categories of tasks need to be addressed: invention and redirection tasks. The invention tasks are the missing links in the U.S. system. Employer involvement through an employer-led and -managed, neutral third-party intermediary organization is essential to building connections between school and work. (Appendixes include lists of where the employer community is needed, redirection and invention tasks, and types of skills.) (YLB)

ED 387 593 CE 069 845

Lasonen, Johanna, Ed.; Rousi, Hannele, Ed.
Issues of Human Caring and Cultural Awareness in Vocational Teacher Education. Reports from the Vocational Teacher Education College of Jyvaskyla 8.
PUB DATE- 94
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Caregivers; *Cultural Awareness; Family Work Relationship; Females; Foreign Countries; Higher Education; Home Economics; International Education; Sex Role; *Social Work; Teacher Attitudes; *Teacher Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Finland

The nine articles in this monograph discuss current issues related to increasing awareness of caring work and cross-cultural communication. The two main themes are: the basis of caring work in the first five articles, and fostering cultural awareness in the last four. "Foundations of Prevocational and Vocational Education in Finland" (Johanna Lasonen, Hannele Rousi) provides an overview of the progress of Finnish vocational education for social work. "Development Challenges to Vocational Social Service Education in Finland" (Ulla Mutka, Hannele Rousi) outlines a broad sociopolitical perspective as a basis for vocational social work education. "Qualifications of Caregivers" (Johanna Lasonen, Susan Shome, Penny Burge) discusses the nature of female-dominated service and caring work and presents a critical view on general education goals. "Finnish Comprehensive Vocational Institute Teachers' Gender-Role Attitudes" (Johanna Lasonen, Penny Burge, Curtis Finch) provides survey results. "Interaction Between Work and Family Roles" (Penny Burge) describes the current focus of home economics curriculum efforts in the United States. "Developing Cultural Awareness through International Collaboration in Vocational Teacher Education" (Curtis Finch, Johanna Lasonen) examines the basis of international education and presents a model that integrates individual and social variables of cross-cultural communication. "Developing Cultural Awareness" (Steven Culver) deals with pedagogical functions of writing in broadening students' knowledge of subject matter and in developing cultural awareness. "Crosscultural Awareness" (Ulla Mutka, Anneli Niikko, Hannele Rousi) introduces the development learning difficulties; coordinators and 80 percent of tutors could not identify training programs to which they would like access; and the most frequently mentioned content areas for training were behavioral issues, progression, curriculum development, integration, and managing support. (Appendixes include Schedule 2 of the Act, resources and contacts, and 11-item bibliography.) (YLB)

ED 387 611 CE 069 971

The Assessment of Prior Learning and the Accrediting Process. Proceedings of the National Institute on the Assessment of Experiential Learning (Princeton, New Jersey, June 9-12, 1991).
PUB DATE- Jun 91
NOTE- 13p.; For related documents, see CE 069 972-974.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); Adult Education; *Certification; College Credits; *Colleges; Conference Proceedings; *Experiential Learning; Institutes (Training Programs); Institutional Evaluation; Nontraditional Students; *Prior Learning; *Student Evaluation

This publication is based on the session on assessment of prior learning and the accrediting process at the 1991 National Institute on the Assessment of Experiential Learning. The paper by Paula Hooper Mayhew focuses on regional accreditation, including the evaluation team visit and accrediting prior learning assessment during the visit. Amy K. Lezberg's presentation discusses the background of accreditation in New England and then deals specifically with prior learning assessment in New England, including the role of the Commission on Institutions of Higher Education in accreditation, makeup of the commission, and accreditation of prior learning assessment. The presentation of Gerald W. Patton addresses the four criteria for accreditation: (1) the institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution; (2) the institution has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes; (3) the institution is accomplishing its purposes; and (4) the institution can continue to accomplish its purposes. (YLB)

ED 387 612 CE 069 972

Dagavarian, Debra A., Ed.
Articulating Knowledge, How Adults Learn and the Role of the Prior Learning Assessment Professional. Proceedings of the National Institute on the Assessment of Experiential Learning (Princeton, New Jersey, June 13-16, 1992).
PUB DATE- Jun 92
NOTE- 21p.; For related documents, see CE 069 971-974.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; *Certification; College Credits; Conference Proceedings; *Experiential Learning; *Learning Theories; Nontraditional Students; *Prior Learning; *Student Evaluation

This publication highlights three topics from the 1992 National Institute on the Assessment of Experiential Learning. "Computer

Tech-Prep Competency Profiles within the Business/Computer Technologies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 1,031p.; For individual profiles, see CE 070 005-017.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; *Business Education; Competence; *Competency Based Education; *Computers; Core Curriculum; Data Processing Occupations; Educational Change; *Employment Qualifications; High Schools; Money Management; Office Occupations; *Statewide Planning; Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Ohio

This document, which is designed for educators throughout Ohio who are involved in planning and/or delivering tech prep programs within the business/computer technologies cluster, discusses and presents tech prep competency profiles (TCPs) for 12 business/computer technology occupations. The first part of the document contains the following: discussion of Ohio's vision of tech prep, the Ohio Tech Prep Path, and six critical components guiding Ohio's tech prep consortia; explanation of the philosophy underlying the development of TCPs and the TCP development process; listings of the business, industry, labor representatives, and secondary and postsecondary educators involved in developing the business/computer technologies TCPs; sample business/computer TCP from one Ohio tech prep consortium; TCP matrix defining each of the 12 technical occupations and a matrix for use in compiling draft TCPs to fit local labor market needs; and outline of the units appearing in each of the individual occupations and in various cluster combinations. The remainder of the document presents both core and specialized units for the following specific occupations: accounting specialist, financial management assistant, office management specialist, paralegal, management information specialist, computer programmer/analyst, information support specialist, microcomputer applications specialist, computer programmer/analyst, computer (personal computer/network) technician, network systems technician, and telecommunications specialist. (MN)

ED 387 631 CE 070 005

Accounting Specialist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 73p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Business Administration; Business Education; Competence; Competency Based Education; Computer Oriented Programs; Computers; Economics; Employment Potential; High Schools; *Job Skills; *Office Automation; Office Occupations Education; Postsecondary Education; Small Businesses; Supervision; Teamwork; *Tech Prep
IDENTIFIERS- Business Law

objectives, policy orientations, and developments of VOTEC in certain sectors of activity (the construction and tourism industries and metalworking, electronics, and graphic arts); and a general review of the responsiveness and effectiveness of VOTEC systems as a whole. Among the trends noted by the studies were the following: the tendency to lengthen the number of years young people spend in school, the need for retraining throughout working life, the possible coming shortages of skilled technical workers, and the risks of producing "overqualified" workers. Issues identified include the following: the status of VOTEC and its relationship with general education, the status of apprenticeship, labor market training and youth training programs, industry's role in training, concern for quality, the need for evaluation, and the need for collaboration. (KC)

ED 387 650 CE 070 029

Pair, Claude
The Changing Role of Vocational and Technical Education and Training (VOTEC). Context, Actors, Challenges.
PUB DATE- Nov 94
NOTE- 29p.; Background paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 38-30, 1994). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Development; *Educational Change; *Educational Environment; Educational Improvement; *Educational Needs; Educational Technology; Educational Trends; Education Work Relationship; Foreign Countries; Government School Relationship; Lifelong Learning; *Participant Characteristics; Partnerships in Education; Postsecondary Education; Program Design; *Role of Education; School Community Relationship; Secondary Education; Social Change; Synthesis; Systems Approach; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- Organisation for Economic Cooperation Development

Reports analyzing vocational-technical education (VTE) in individual member countries of the Organisation for Economic Cooperation Development (OECD) were reviewed to identify changes in the role of VTE in the context of technological and structural change, economic crisis, and uncertainty. Major transformations in VTE affecting its organization, structures, and pathways were examined and attributed to the intervention and interaction of many different groups, including students, their parents, local and national governments, employers and trade unions, and educational institutions and teachers. It was discovered that VTE is currently facing two major challenges: reconciling "education" and "training" and strengthening democracy in the context of social and economic differentiation. The following strategies for meeting both challenges were examined: conceiving VTE as part of one unified system of lifelong learning; organizing educational pathways with multilevel exit points; addressing problems of flows inside educational systems and between education and employment "realistically"; responding to social and economic developments through innovation in curricula and certification; and improving partnership and cooperation and avoiding destabilization of existing formal VTE systems. Among the priorities established for VTE in OECD countries were the

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; English (Second Language); Foreign Countries; High Interest Low Vocabulary Books; Learning Activities; Learning Modules; *Literacy Education; Measurement; *Reading Instruction; Second Language Instruction; *Self Esteem; Self Evaluation (Individuals); Writing Instruction
IDENTIFIERS- Workplace Literacy

This high-interest, low-vocabulary book was created for a literacy education program for adults. The book contains ideas about self-esteem and practice in thinking about and writing the personal information that may be necessary to relate to others in work and social settings. Practice lessons include writing about colors and learning to measure. (KC)

ED 387 668 CE 070 067

Shanahan, Timothy; And Others
The Professionalization of the Adult Literacy Teacher. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For full report, see ED 374 272.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Adult Basic Education; *Adult Educators; *Adult Literacy; Educational Needs; *Literacy Education; Literature Reviews; *Professional Development; Synthesis; Teacher Certification; Teacher Education; *Teacher Improvement; *Teaching (Occupation)
IDENTIFIERS- *Professionalization of Teaching

Research studies and theoretical works on the following aspects of professionalization of adult literacy teachers were reviewed: preparation, certification, and licensure of adult educators; history of the professionalization process of other occupations; state certification requirements for adult basic education (ABE) teachers; and preparation standards for literacy educators. It was concluded that the long-standing debate over professionalization of literacy teachers cannot be resolved unless all sides examine the assumptions underlying their positions regarding issues such as the following: adults' rights to education; the state's responsibility for educating adults; the role of teachers in educational quality; and the effectiveness of teacher training. It was further concluded that states with teacher preparation requirements contribute a much greater share of their total ABE allocation to teacher preparation than do states with no such requirements. Among the recommendations were the following: policy forums involving federal and state policymakers, researchers, and practitioners should be held to open debate about the effectiveness of various approaches to certification/licensure in the field of adult literacy; federal support should be provided for empirical research on the effectiveness of teacher training in adult literacy instruction; and adult literacy teachers should take a proactive role in professionalization debates. (MN)

ED 387 669 CE 070 068

Kaplan, David; Venezky, Richard L.
What Can Employers Assume about the Literacy Skills of GED Graduates? NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement

therapist assistant, lists technical competencies and competency builders for 16 units pertinent to the health technologies cluster in general as well as those specific to the occupation of physical therapist assistant. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; and patient education. The five competencies specific to the occupation of physical therapist assistant are as follows: define patient needs, monitor patient progress, develop therapeutic interventions, perform therapeutic measures, and demonstrate basic knowledge of kinesiology. (MN)

ED 387 687 CE 070 091

Registered Nurse (Associate Degree).
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 87p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; Communication Skills; *Competence; *Competency Based Education; Computer Literacy; Disease Control; Drug Therapy; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Evaluation; Medical Services; Medical Vocabulary; Negligence; *Nurses; Nursing; *Nursing Education; Nutrition; Pathology; Patient Education; Pharmacology; Physiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of registered nurse (with an associate degree), lists technical competencies and competency builders for 19 units pertinent to the health technologies cluster in general and 5 units specific to the occupation of registered nurse. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; basic pharmacology; patient education; examinations; and laboratory tests and diagnostic procedures. The 5 units specific to the occupation of registered nurse list a total of 42 competencies in the following areas: nursing process (perform patient physical assessment, collect patient data, formulate nursing diagnoses, administer laboratory management skills, formulate/implement plans of patient-centered care); nursing communication (interview and educate patients, demonstrate research strategies and evaluation/management procedures); clinical procedures (perform invasive and noninvasive procedures); advanced nursing concepts (respond to special physical and emotional needs of patients with selected disorders); and medication use. (MN) containing 12 citations, and a glossary of 11 terms. (KC)

ED 387 704 CE 070 126

Beatty, Paulette T.; Wolf, Mary Alice
Connecting with Older Adults: Educational Responses and Approaches. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Students; *Aging (Individuals); *Educational Gerontology; Educational Principles; Gerontology; *Older Adults; Program Development; *Self Actualization

Written for both professionals and lay persons working with the development and education of older adults, this book addresses issues of aging, expectations for aged persons, and the means to respond in practical and educationally sound ways to the changing needs of older adults. The book is organized in four parts. Part I introduces the world of older adults today and tomorrow; it presents the major issues involving the older population and sets the stage for a practical engagement and connection with aging people in society. The three chapters of part II deal with the fields of gerontology and adult education. Worksheets and case studies are included to facilitate understanding of the principles. Part III focuses on specific challenges that aging provides to the practitioner and builds upon the knowledge base of part II. Life stories of older adults, ranging from the totally well and autonomous to the frail adult needing help, are included to show applications of the principles. The final part integrates the principles from both foundational disciplines and the applications presented earlier. The chapter presents recommendations and identifies hallmarks of success in connecting with older adults. Contains 82 references. (KC)

ED 387 705 CE 070 127

Goody, Allan E.; Kozoll, Charles E.
Program Development in Continuing Education. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Students; *Continuing Education; *Educational Planning; *Marketing; *Program Development; Program Evaluation; Program Implementation; Student Recruitment; *Workshops

This book describes and analyzes program planning and development in the field of continuing education. The book contains seven chapters. Building on the phases of program development and the role of the program planner in chapter 1, the book draws attention in chapter 2 to some of the many challenges that are common when programs are planned. The chapters that follow deal with the phases of program development that must be considered when programs are planned: gathering information, making a decision to move from program concept to planning, budget management and marketing, delivery of the program, and counselors, teachers, administrators, and independent counselors) how to motivate and prepare students to succeed in college. A detailed curriculum for advising about the college selection and admission processes is presented, as are specific strategies for working with special populations, such as students from culturally and socially diverse backgrounds, and students with disabilities. The book features seven sections: Part I examines ways to motivate students to pursue postsecondary education, while Part II describes three areas of planning which will provide students with numerous options for higher education. The variety of opportunities are discussed in Part III, and Part IV explains the college admission process and outlines how to help students choose among various admission options and prepare for national college admission tests. Part V considers specific populations, and Part VI profiles programs, organizations, and publications necessary for continued professional growth and development. The last section consolidates all these advising practices to provide the basis for a plan for elementary through senior-high advising. Twenty-five appendixes include: noncollege educational opportunities focusing on career training; regional information offices for student financial aid; sample criteria for college selection; selected computer software for the college search process; guidelines for the traditionally underrepresented in higher education; organizations offering scholarships to people with disabilities; selected contests and competitions, and statement on counselor competencies. (Contains an index.) (RJM)

ED 387 725   CG 026 384

Korn-Bursztyn, Carol
Co-Construction of Narrative in the Psychological Assessment of Children.
PUB DATE- Mar 95
NOTE- 21p.; Paper presented at the National Association of School Psychologists (27th, Chicago, IL, March 21-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Characterization; Children; Literary Genres; *Literary Styles; Personality; *Psychological Evaluation; Psychological Studies; Psychological Testing; Psychology; *Reader Text Relationship; Reports; Story Grammar; *Story Telling; Written Language
IDENTIFIERS- *Narrative Text; Objectivity; Positivism

The psychological report is a particular genre of writing, incorporating elements of content and style shared by other literary genres, and appearing in many different forms. These forms range from terse, profile driven description of strengths and weaknesses, characteristic of computer generated psychological reports, to more descriptive, integrative accounts which more closely approach the narrative structure of literary works. This paper describes: (1) the development of subject in psychological evaluation of children from dual perspectives of literary narrative and psychological assessment; (2) the development and portrayal of the story of the child's life, including events of developmental growth, family, and schooling, from both narrative structure and framework of psychological testing and report writing; (3) the contribution of the psychologist to the construction of the narrative of a child's life as told within the body of the psychological report; and (4) the relationship of the reader to

Juvenile Justice and Delinquency Prevention. (JBJ)

ED 387 744 CG 026 524

Caught in the Crossfire: Kids Talk about Guns. Hearing before the Subcommittee on Crime and Criminal Justice of the Committee on the Judiciary. House of Representatives, One Hundred Third Congress, Second Session (February 3, 1994).
PUB DATE- 95
NOTE- 50p.; Serial No. 82.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; Crime Prevention; Criminal Law; Delinquency; Federal Legislation; Hearings; Homicide; *Policy Formation; Self Injurious Behavior; *Victims of Crime; *Violence; *Youth Problems
IDENTIFIERS- Congress 103rd; Gun Control; *Guns

Each day 13 children are murdered, killed by accident, or take their own lives with guns and at least 30 more are wounded each day. This hearing was held to hear the voices of children on the issue of guns to assist in the creation of a crime bill. Opening statements were made by the following U.S. Representatives (in order): Charles E. Schumer, F. James Sensenbrenner, Jr., John Conyers, Jr., Lamar S. Smith; Dan Glickman, Steven Schiff, George W. Gekas, and Craig A. Washington. Witnesses were: Alicia Brown; Margaret Childers; Tiffany Cruz; Marian Wright Edelman, Children's Defense Fund; Rushon Harrison; Zoe Johnstone; Ruth Leeds; Monique Malloy; Fernando Mateo, Jr.; Megan McGillicuddy; Deseree Troy; and Janea Wells.

ED 387 745 CG 026 525

Mutchler, Sue E.; And Others
Finding Common Ground: Creating Local Governance Structures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Advocacy; Child Health; *Childhood Needs; Children; Childrens Rights; Child Welfare; Elementary Secondary Education; Family Problems; *Family Programs; Governance; Helping Relationship; *Integrated Services; Policy Analysis; Public Agencies; *Public Policy; State Government; State Programs

As federal, state, and local policy makers attend to the economic, educational, social, and health-related needs of children, they are beginning to share a vision of a "seamless web" of high-quality, comprehensive, continuous services for children and their families. It remains a challenging goal because of the complexity of children's needs and the variety of organizations, procedures, structures, and systems set in place to address those needs. This Occasional Paper focuses on the ways in which many states and localities are creating new service systems and roles through a variety of local governance structures. The following eight profiles describe a range of different interventions: (1) Arkansas, Arkansas Families First; (2) California, Healthy Start (Senate Bill 620); (3) Colorado, Family and Children's Initiative; (4) Florida, District Health

Psychopharmacology; (5) Professional Communication Skills; (6) Legal and Ethical Issues; (7) Risk, Resiliency and Protective Factors; (8) Children of Substance Using Parents; (9) Best Practices in Prevention; and (10) Resource Directory (not included). (JBJ)

ED 387 764 CG 026 572

Kohler, Maxie P.; Collins, Charles B., Jr.
Tools for Prevention: Building Healthy Youths. A Training Program for: School Counselors, School Nurses, School Psychologists. Trainer Manual.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.; Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 95
NOTE- 224p.; For the corresponding Participant Manual, see CG 026 571. The resource directory is not included.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Alcohol Abuse; *At Risk Persons; *Child Health; Communication Skills; Counselor Training; Drug Abuse; Elementary Secondary Education; Health Education; Health Services; Intervention; Prevention; Psychologists; School Counseling; *School Counselors; *School Nurses; *School Psychologists; Self Destructive Behavior; Skill Development; *Substance Abuse; Symptoms (Individual Disorders); Teaching Guides; Training; Training Objectives
IDENTIFIERS- Children of Alcoholics

This training program instructor's manual is designed to assist K-12 school counselors, nurses, and psychologists in offering aid to youths at risk for substance abuse. The training objectives for participants in the workshop are to be able to demonstrate: (1) competence in knowledge of basic substance abuse information to include age-appropriate signs and symptoms of substance abuse in students; (2) competency at recognizing age-appropriate risk/resiliency factors of students; (3) knowledge of pharmacological effects of substances on students' physical, cognitive, and social/emotional well-being; (4) skill at developing basic prevention activities/programs including but not limited to Student Assistance Programs (SAP); and (5) skill for appropriate counseling and referral techniques for youths at risk of substance abuse. Chapters are: (1) Introductions; (2) Connections between Substance Use and Academics; (3) Signs and Symptoms of Substance Use; (4) Psychopharmacology; (5) Professional Communication Skills; (6) Legal and Ethical Issues; (7) Risk, Resiliency and Protective Factors; (8) Children of Substance Using Parents; (9) Best Practices in Prevention; and (10) Resource Directory (not included). Includes activity instructions and facilitation notes, in addition to the resources and activity sheets found in the participant manual. (JBJ)

ED 387 765 CG 026 574

Marcus, Margery
An English Classroom-Based Approach for Connecting College-Bound Sophomores to the World of Work.
PUB DATE- 95
NOTE- 72p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

outside Houston, Texas, invited children and their parents to attend 10 Parent-Child Literacy Workshops held on Saturday mornings in spring 1994. Spanish and English speaking parents, together with their children, began each Saturday session by listening to their child read in the language of choice for 15 minutes in a soft tone. Parents were shown how to compute their child's oral reading rate. The children (including younger siblings) greatly enjoyed their "build up" readers--predictable, redundant, teacher-made books that start with a few words and build up by adding one word per page. After independent reading time, a short book was read and usually dramatized by the children in attendance. Each meeting's theme was reinforced with stories and songs. Each meeting modeled, demonstrated, and gave parents and children a chance to practice together a different comprehension strategy. A theme-related Bingo game (using vocabulary words taken from shared reading activities related to the theme) signaled the end of each meeting. At the end of the last meeting, parents and children expressed their gratitude for the opportunities they were given to sing, share, write, read, talk, and to create for 10 Saturdays a community of learners. (Contains 34 references.) (RS)

ED 387 785   CS 012 279

Meleskie-Lippert, Kathleen
Improving Attitudes and Habits toward Recreational Reading in Second Graders by Thematic Teaching.
PUB DATE- 95
NOTE- 112p.; Ed.D Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 2; Inner City; Instructional Effectiveness; Primary Education; *Reading Attitudes; *Reading Habits; *Reading Improvement; *Recreational Reading; Thematic Approach
IDENTIFIERS- Aliteracy

A practicum addressed second graders' negative attitudes and habits toward recreational reading. Students were not reading for pleasure at school or at home. A recreational reading program, which used a variety of thematic units, was implemented. Subjects were 20 second graders (mostly Hispanics) in an inner city school. Several innovative teaching strategies were integrated into the practicum. The problem was documented by administering student pre-attitudinal reading surveys, parent home reading surveys, and student reading graphs. The amount of library books approached in the classroom library was documented. Eight thematic units were developed and numerous works of children's literature based on interest inventories were used. Analysis of the data revealed that the majority of the students improved their attitudes and habits toward recreational reading. Students approached more books located in the classroom library. These individuals spent more time reading for pleasure at school and home. Parents were aware of the importance of reading with and to their child on a regular basis. (Contains 59 references, 4 tables, and 2 figures of data. Appendixes present survey instruments, an interest inventory, thematic resources, letters to parents, and a Spanish family guide to reading together.) (RS)

ED 387 786   CS 012 280

Hatcher, Peter

amount of latitude a students is given in choosing his or her writing topic; and (2) the degree of latitude a student is given in envisioning and fictionalizing his or her own audience. To examine the relationship between freedom and anxiety, a researcher interviewed four students enrolled in elementary composition at West Chester University; the researcher also met with the instructor of the class to determine what he or she taught during the semester and what was expected of the students. Overall, students reported that freedom affected their writing negatively; they said they indeed suffered from writing blocks and writing apprehension when the topic or audience was too broadly defined. All but one of those interviewed preferred guidelines for topic suggestions. Results suggest further that an ideal program is one that provides students with a high degree of guidance early in the semester and then, as it prepares students for the processes involved in making independent decisions about writing, gradually allows students more latitude. (Contains 24 references.) (TB)

ED 387 806   CS 215 064

Guice, Sherry; Johnston, Peter H.
Assessment, Self-Assessment, and Children's Literate Constructs. Report Series 3.11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Research; Elementary Education; *Literacy; Metacognition; Reading Writing Relationship; Self Concept; *Self Evaluation (Individuals); Standardized Tests; Student Evaluation; *Whole Language Approach
IDENTIFIERS- *Constructs; Educational Issues; Teacher Researcher Cooperation

An ongoing investigation on the nature of literature-based instruction in schools that serve large numbers of economically disadvantaged children is in the process of describing various aspects of literacy teaching and learning in four schools, two rural, one urban, and one semi-urban. The investigation is qualitative in nature, longitudinal, and involves close collaboration with 10 teachers who participate regularly in focus groups set up by the researchers and in interviews with the researchers. A study which is part of this investigation used primary data from interviews with 49 children in 8 teacher-collaborator classrooms in grades 1 through 4. Interviewers asked children to describe themselves as readers and writers and how they go about reading and writing. Findings showed that in none of the classrooms was it common for students to engage in discussions of the reading and writing processes. Nor was it common for them to be encouraged to assess their own abilities. A discussion, included in the study, of 3 main issues--self-assessment, assessing teaching and learning, and the range of conceptual frameworks for understanding the nature of literacy activities--provide deeper elaboration on the results. Excerpts of some of the children's opinions illustrate the results. In general, the study concludes that from an assessment standpoint, educators must be concerned about the theories children hold about literacy and about themselves as literate learners. Current standardized assessment practices obscure things. The paper notes that the two classes functioned differently, but that by making choices for themselves, the students decided what was important in the process of their literacy on any given subject. The paper concludes with the complete syllabi developed for English 152 and English 151. (TB)

ED 387 824   CS 215 093

Chappell, Virginia A.
Theorizing in Practice: Tutor Training "Live from the VAX Lab."
PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Computer Assisted Instruction; Computer Networks; *Cooperative Learning; *Electronic Mail; Higher Education; Online Systems; Student Needs; Teacher Student Relationship; *Writing Exercises; Writing Laboratories; *Writing Processes
IDENTIFIERS- *Dialogic Communication; Marquette University WI; *Tutor Training

In training courses for writing tutors, an electronic mail forum is a particularly useful writing-to-learn activity because it gives tutors-in-training important experience with the collaborative intellectual processes at the heart of writing centers. In one particular class for tutors at Marquette University, Wisconsin, the assignment for the forum called for "a weekly screenful of e-mail commentary in which you discuss, question, and tie together (or tear apart) the course readings and your writing center experiences." One of the great advantages of this method over individual journal writing was that everybody, not just the instructor, got to read what everybody else had to say about a given topic. E-mail forums also recast the construction of authority in a course, a particularly relevant effect to strive for in a training course for tutors since they themselves will have to confront issues of authority in their tutoring. A series of excerpts from student discussions shows the extent to which e-mail forums can become an occasion for theorizing about the writing and teaching process. The e-mail assignment changed and intensified the course content by engaging students in the knowledge-making at the heart of teaching composition. (TB)

ED 387 825   CS 215 094

Price-Miller, Carol
"I Don't Write, I Print": A Case Study in Literacy.
PUB DATE- Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educationally Disadvantaged; Elementary Secondary Education; *Functional Literacy; Illiteracy; *Language Usage; *Reading Skills; *Writing Skills

text/workbook; (2) activities with criteria for grading; (3) tests created by a director or combination of faculty; (4) a teacher-training seminar; (5) feedback from instructors; (6) analyzed statistics regarding attendance and grades; (7) director-analyzed results of instructor and student quantitative and qualitative evaluations; and (8) a central testing center with tests given on approximately the same dates. Arguing that the public must be educated about the discipline, the paper calls for a continued active and high-profile view of communication from its professional organizations. The paper concludes with some predictions and projections. (TB)

ED 387 844   CS 509 047

Rust, Joseph Henry
Developing Multicultural Awareness: An In-service Day Proposal for Rend Lake College, Ina, Illinois.
PUB DATE- 25 Mar 95
NOTE- 38p.; Paper presented at the Annual Meeting of the Central States Communication Association (63rd, Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audience Awareness; *Community Colleges; *Cultural Awareness; *Cultural Differences; *Inservice Teacher Education; *Multicultural Education; Two Year Colleges
IDENTIFIERS- Diversity (Student); Faculty Attitudes; *Rend Lake College IL

Noting that the state of Illinois mandates that community colleges address cultural diversity in their curriculum, this paper presents a proposal for a day-long in-service faculty education program to make faculty aware that cultural diversity exists at Rend Lake College (Illinois). The paper begins with a schedule for the in-service day, offering brief descriptions of the presentations. The paper then discusses the rationale and overall objectives of the in-service day, and identifies the target audience. It also presents profiles of the people offering presentations at the in-service day. Next presented are brief descriptions of the nine sessions that comprise the in-service day, and offers three examples of the materials that might be presented. An evaluation form concludes the paper. Appendixes contain "Internationalization beyond the Curriculum" (Joseph Henry Rust), demographic data on students at the college, and data on underrepresented groups at the college.) (RS)

ED 387 845   CS 509 049

Danielson, Mary Ann
The Role of the Course Syllabi in Classroom Socialization.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment;

the novice class, using LISTSERV to continue discussion about issues brought up in class. Recommendations for effectively using LISTSERVs in collegiate instruction include: (1) address technical factors to ensure easy connection; (2) either require computer experience as a prerequisite or integrate training into the course content--do not address technical issues in an ad hoc fashion; (3) make arrangements for setting up student accounts and LISTSERV with the university well in advance of the course; and (4) carefully frame discussions on the LISTSERV within clear expectations. Appendices contain demographic data on students in the two classes. (Contains 8 references.) (LMI)

ED 387 864 EA 027 051

Bauman, Paul; Crampton, Faith E.
When School Districts Become Entrepreneurs: Opportunity or Danger?
PUB DATE- Jul 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Economic Opportunities; Educational Finance; Elementary Secondary Education; *Entrepreneurship; Financial Support; Fiscal Capacity; *Fund Raising; *Income; School Districts; *School District Wealth; School Support

This report examines traditional and newer forms of school district entrepreneurship and its impact on school district revenues. The report describes forms that have become well-established, such as school and parent fund raising, local educational foundations, business-education partnerships, and student fees. New forms of educational entrepreneurship include commercial advertising, corporate sponsorship and merchandising efforts, the recruitment of tuition-paying students, and development-impact fees. Although the generation of alternative revenues may provide opportunities for school districts, it also presents concerns for school officials and state policymakers regarding equity, accountability, and taxpayer support. Recommendations for state policymakers include: (1) conduct a survey of school districts to identify the types of entrepreneurial activity and the amount of revenues generated; (2) review the state education accounting system to ensure that alternative revenue sources are accounted for in a systematic manner at the district and school levels; (3) analyze existing statutes and administrative regulations to determine if they offer sufficient guidelines for school districts in new areas of entrepreneurship; and (4) consider a study to determine the impact of school district entrepreneurship on interdistrict and intradistrict fiscal equity. Contains a 13-item list of state legislative reports and 16 notes. (LMI)

ED 387 865 EA 027 052

Jereb, Janez
The Human Resource Cycle as Basis of Human Resource Development System.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; *Human Resources; Incentives; Job Satisfaction; *Labor Force Development; *Organizational Development; Organizational Theories; Performance; Personnel Evaluation; Personnel Management;

success imply new definitions of what being a student means. The paper argues that research studies and reform initiatives must consciously treat the issue of student-role change as seriously as they have adult-role change. Every change effort requires consideration of the fit between new sets of expectations for students and students' existing views of "the way school is supposed to be." Thus, the goal of improving student results is inextricably linked to how students choose to carry out the role of student. The paper proposes that student-role redefinition is the critical linchpin between adult reform behavior and student success, and that failing to acknowledge and accept this connection is a potentially fatal flaw in promoting understanding of reform and in creating effective change initiatives. One way to alter the organizational and cultural context is through implementing a collaborative image of the relationship between adults and students in schools. (Contains 20 references.) (LMI)

ED 387 884 EA 027 077

Chambers, Jay; Fowler, William J., Jr.
Public School Teacher Cost Differences across the United States. Analysis/Methodology Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensation (Remuneration); Costs; Elementary Secondary Education; *Employment Statistics; Labor Market; Models; National Surveys; Occupational Surveys; Public Schools; *Public School Teachers; Rural Urban Differences; *Salary Wage Differentials; School Districts; Socioeconomic Status; Tables (Data); Teacher Characteristics; Teacher Employment; *Teacher Salaries
IDENTIFIERS- National Center for Education Statistics

This document presents findings of a study that used a hedonic wage model to develop a national, geographical teacher cost index (TCI). The research sought to extend the analysis of teacher compensation to include not only variables that reflect the geographic cost-of-living, but also the amenities of the labor markets in which the public school districts are located. "Hedonic" considerations are those factors that attract workers to an area. The result was an estimated average teacher-salary cost index for each state and for regions in each state. The research drew on a sample of 40,484 public school teachers derived from the Schools and Staffing Survey (SASS) database for 1990-91. The study examined: (1) discretionary factors--the effects of teacher and job characteristics on patterns of variation in teacher salaries; (2) cost factors--the regional and school-district characteristics beyond local control; and (3) teacher cost differences by the type of school district. The TCI model was also compared with two alternative models. The data show a salary difference that favored males; some evidence points to lower salaries being paid to minorities of the same gender. Teachers with higher degree levels received higher salaries. Larger districts in more urbanized settings tended to pay higher teacher salaries for teachers with the same qualifications. The average TCI tended to be lowest in southern states and highest in northeastern states. Large urban school districts tended to have higher teacher costs. Finally,

PUB DATE- Sep 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Cooperative Learning; Curriculum Design; *Curriculum Development; *Educational Administration; *Experiential Learning; Higher Education; *Program Development; Theory Practice Relationship
IDENTIFIERS- *Pepperdine University CA

This paper describes the preliminary research, developmental process, pilot program, and midpoint evaluation of the restructured Educational Leadership Academy for entry-level school administrators and other school leaders at Pepperdine University. Twenty years ago, Los Angeles Unified School District and Pepperdine University established the first joint university/school district leadership academy for the development of entry-level school administrators in California. Over time, approximately 40 percent of the graduates have been members of ethnic minorities and 80 percent have been women. The academy's mission is to prepare leaders who are capable of and committed to creating and leading schools that work for all members of a diverse society. The pilot program (1994-95) is based on assumptions that: (1) exemplary practice, theory, and research are related; (2) quality, an outcome-driven systems approach, and sound personal values are essential to understanding leadership; and (3) a technological approach is essential for educational leadership. Teaching strategies include team teaching, cooperative learning, peer and self assessment, case studies, and individualized learning. (Contains 10 references.) (LMI)

ED 387 903 EA 027 099

Brown, Patricia
Strategies for Linking School Finance and Students' Opportunity To Learn.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Access to Education; Categorical Aid; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; Instructional Effectiveness; *Resource Allocation; School Based Management; School Choice; *State Standards; Statewide Planning

This report answers questions that the Governors' Task Force on Education raised in their 1993 report "The Debate on Opportunity-to-Learn Standards." To assist states as they contemplate how to link school finance with the goals of education reform, the National Governors' Association invited six experts on various aspects of school finance and reform to write essays for the Governors and their advisors. The essays cover a range of topics, addressing the linkages between school finance and the state's role in providing all students with access to a quality education program. The topics include relating inequities to student achievement; expanding categorical programs; targeting expenditures to improve teacher expertise; devolving funding and curriculum choices to local school sites; and focusing accountability efforts on teaching reluctant to hire people without one, while 60 percent of leaders said that a diploma is important because it represents skills and knowledge that are useful on the job. Seven tables, methodological notes, and a list of related Public Agenda publications are included. (LMI)

ED 387 922 EA 027 119

Alexander, Gary C.; Keeler, Carolyn M.
Total Quality Management: The Emperor's Tailor.
PUB DATE- Oct 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Educational Change; Educational Environment; Elementary Secondary Education; Free Enterprise System; *Organizational Climate; *Organizational Development; *School Restructuring; *Total Quality Management

Conversations among educators, business leaders, legislators, and educational reformers have generated support for the application of Total Quality Management (TQM) to education. This paper considers whether TQM is indeed the solution to education's problems. After a brief explanation of TQM theory, the paper is organized around four broad issues related to the TQM model--the application of a business model to schools, the culture of language, the use of the metaphor of school as factory, and the implicit role of administrators in the TQM approach. The paper argues that TQM is yet another management model imposed on schools as the "one right way" to achieve educational reform. The dangers of using language that narrowly defines teachers as managers and students as workers are discussed. It is suggested that educators use a metaphor based on education rather than on business, and develop a culture of caring within schools rather than the climate of the factory. Administrators should be viewed as stewards practicing moral leadership rather than as management. TQM, on the other hand, promotes a metaphor based on factory organization and structure, the language of business, and corporate-leadership authority to restructure education. The appendix contains a list of W. Edwards Deming's 14 principles. (Contains 84 references.) (LMI)

ED 387 923 EA 027 120

Alexander, Gary C.
District Initiatives: Reforming Teacher and Principal Roles.
PUB DATE- Oct 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Educational Change; Elementary Secondary Education; Interprofessional Relationship; *Participative Decision Making; *Principals; Superintendents; *Teacher Administrator Relationship; *Teacher Role

A recent study conducted by a midwestern university research center surveyed 47 school districts who were members of a university-school district collaborative. Respondents indicated that the changing roles of teachers and principals were an important issue. This paper presents findings of a subsequent study based on indepth interviews with the superintendents of

ED 387 941 EA 027 141

Spencer, William A.; Lowe, Carole
The Use of Block Periods for Instruction: A Report and Evaluation.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; English Instruction; *Flexible Scheduling; Geography Instruction; High Schools; History Instruction; Instructional Effectiveness; *Instructional Innovation; Mathematics Instruction; *School Schedules; Science Instruction; *Time Blocks

During the 1992-93 school year, the leadership of Benjamin Russell High School, located in Alexander City, Alabama, decided to experiment with blocked class periods. Under this option, sometimes referred to as the Copernican System, subjects are taught in double periods rather than in the conventional 50-minute periods normally used in most schools. One fewer subject is taught during any one semester. Four classes of ninth graders were chosen for the blocked treatments--one for each subject area--mathematics, science, English, and Alabama history/world geography. Data analysis included a review of students' grades. In three of the four academic areas, the performances of block students did not appear to differ significantly from those of regular-section students when preexisting student differences were controlled. Teachers initially had difficulties in planning and for students there was also an adjustment period. By the second semester, however, students expressed more positive attitudes toward the block schedule. Teachers were committed to try the block sections without having clarification on how the alternative time schedule could best be utilized. It is recommended that schools use a wider range of tools to measure student achievement. Five tables, two figures, and a master schedule are included. Contains two references. (LMI)

ED 387 942 EA 027 142

Sewall, Angela Maynard
National Goals and National Assessment: Impact and Effects on K-12 and Higher Education.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Utilization; Federal Government; Government Role; Government School Relationship; Higher Education; Measurement; *National Curriculum; *Standards; State Standards; Student Evaluation
IDENTIFIERS- *Goals 2000

This paper argues that education in the United States will be increasingly intertwined with and impacted by federal expectations, requirements, and standards. The paper describes

Directory of Programs for Preparing Individuals for Careers in Special Education. 1995 Edition. Monograph and database .
PUB DATE- 95
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Databases; *Disabilities; Elementary Secondary Education; Graduate Study; Higher Education; Majors (Students); *Paraprofessional School Personnel; Preschool Education; *Preservice Teacher Education; Program Descriptions; *Special Education Teachers; *Teacher Education; *Teacher Education Programs; Undergraduate Study

This directory of programs that prepare professionals and paraprofessionals for careers in special education is available as both a searchable electronic database and a printed resource. The directory is based on replies to a survey of over 1,800 institutions of higher education as of June 1995. The directory is arranged in alphabetical order by state, and within state, in alphabetical order by institution name. The following types of information are provided: name of institution, school/department name, mailing address, name of department head or program chair, telephone numbers, electronic mail addresses, accreditation status, number of faculty, and program information including program levels and areas of concentration. The electronic version includes all the above information plus standardized descriptors to facilitate retrieval using a variety of database software packages. A subject index allows retrieval by 50 areas of concentration (such as deaf-blindness, mental retardation, augmentative technology, curriculum, school counseling, interpreting for the deaf, infant/toddler intervention, or gifted/talented). Appendices include a key to the abbreviations used in the program descriptions and a list of the descriptors used to index the programs. (DB)

ED 387 960 EC 304 314

Moore, Caroline; Carter, Susanne
Inclusion: An Annotated Bibliography. 1995 Supplements.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 156p.; For the original bibliography, see ED 372 573; for the first supplement, see ED 381 937.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; Check Lists; Curriculum Development; *Disabilities; Early Childhood Education; Educational Economics; *Educational Methods; Educational Philosophy; Educational Policy; Elementary Secondary Education; *Inclusive Schools; Leadership; Legal Responsibility; Mainstreaming; Position Papers; Program Implementation; Staff Development; Teacher Certification; Teacher Education

This annotated bibliography, containing the 1995 supplements to the Western Regional Resource Center's publication or inclusion, provides a listing of approximately 150 journal articles, reports, research studies, policy statements, opinion pieces, teaching models, symposia proceedings, monographs, audio recordings, and videotape recordings on inclusion of students with disabilities in regular education settings. The

The eight booklet titles are: (1) "Understanding Reading Problems: Does Your Child Have One?"; (2) "Getting Your Child Tested for Reading Problems and Understanding the Results"; (3) "Working Together with Teachers and Schools"; (4) "Understanding How Children Learn to Read"; (5) "Building Self-Esteem and Dealing with Disappointments at School"; (6) "Learning Despite a Reading Problem"; (7) "Turning the Spotlight on Your Child's Strengths"; and (8) "For the High School Student--Improving Reading, Taking Tests, and Planning for the Future." In addition to the booklets, the kit contains an introduction to the reading program, a list of national resources, supplemental information on tutoring, supplemental information on attention deficit/hyperactivity disorder, two audiocassettes of the booklets, an activity booklet called "50 Fun Ways To Improve Reading," a portfolio and contact log to assist parents in organizing relevant information, bookmarks, a pen, and a calendar with stickers to mark important dates. (DB)

ED 387 979 EC 304 333

Ward, Thomas J., Jr.; And Others
Examination of a New Protocol for the Identification of At-Risk Gifted Learners.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; Academic Achievement; Creativity; Early Childhood Education; Elementary Secondary Education; Eligibility; *Evaluation Methods; *Gifted; Gifted Disabled; *Gifted Disadvantaged; *High Risk Students; Intelligence; Profiles; Referral; Sex Differences; Socioeconomic Influences; *Student Evaluation
IDENTIFIERS- Virginia (Tidewater)

This study, part of Project Mandala, created and tested an identification model which utilized a profile approach to identify gifted students (including those traditionally under-identified) in two age groups, 4-8 years and 11-14 years. The overall protocol included seven steps: (1) drawing nominations from a wide base including parents, school personnel, and community members; (2) individual assessment of children in several domains including general ability, specific academic achievement, and creativity; (3) use of multiple indicators within each domain; (4) use of data from existing records; (5) use of a profile approach in considering data; (6) use of the highest indicator within a domain for profiling purposes; and (7) use of a group process to make selection decisions. A total of 241 children were nominated from schools in the Tidewater, Virginia, area, of which 75.8 percent were African American, 16.2 percent had learning disabilities, 2.5 percent had English as a Second Language, and 61.9 percent came from low socioeconomic backgrounds. Results indicated that the protocol produced reliable decisions, and those decisions were not influenced by the background characteristics of gender, cultural background, referral source, exceptionality, or socioeconomic status. Factors which were found to contribute to selection decisions included general intellectual ability, specific academic achievement, and creativity. Attached are assessment forms, the assessment protocol, and data tables.

(055),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; Administrative Policy; Civil Rights Legislation; Compliance (Legal); *Court Litigation; *Disabilities; *Educational Legislation; Educational Needs; *Educational Policy; *Educational Practices; Elementary Secondary Education; Federal Legislation; Parent Rights; Public Schools; Student Needs; Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This compilation serves as a reference to Section 504 of the Rehabilitation Act of 1973 in relation to policies and practices of school districts and other entities providing educational services to elementary and secondary level students. The volume begins with a road map of Section 504 in relation to public schools, with an emphasis on students. The legislation itself is then provided, followed by regulations, which are presented in two forms: the official version and an annotated version based on a sampling of court decisions and administrative interpretations. The annotated version provides insight into the degree and direction of the evolving enforcement and interpretation of Section 504 in the schools, suggesting guidance as to vulnerable practices and preventive procedures. Extensive appendices include: a comparison of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act, and Section 504; compliance self-evaluation forms; sample notices outlining parent and student rights; sample general policies and procedures for implementing Section 504; Uniform Federal Accessibility Standards; classroom accommodation guidelines; sample forms; and an alphabetical list of court cases referred to in the text. (SW)

ED 387 999 EC 304 354

Hammeken, Peggy A.
Inclusion: 450 Strategies for Success--A Practical Guide for All Educators Who Teach Students with Disabilities.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); Attention Deficit Disorders; Classroom Environment; *Classroom Techniques; *Curriculum Development; *Disabilities; Elementary Secondary Education; Hearing Impairments; *Inclusive Schools; Mainstreaming; Mathematics Instruction; Program Development; Spelling Instruction; Student Evaluation; Teaching Methods; Textbooks; Visual Impairments; Writing Instruction

This book contains 450 strategies for starting or improving programs for including students with disabilities in regular classrooms. Consideration is first given to developing a plan for inclusion, grouping students, using assistants for the student groups, scheduling, presenting the inclusion plan, training staff, setting up an inclusion classroom, and working as a team. Specific classroom and curriculum modifications are then discussed, including modifications to textbooks and novels, daily assignments, spelling and written language, mathematics strategies, oral and written directions, oral

NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Black Students; *Counseling Techniques; *Educational Counseling; Elementary Secondary Education; Emotional Development; *Gifted; Individual Counseling; Interpersonal Competence; School Community Relationship; Sex Differences; *Student Development; Student Needs; Underachievement; Well Being
IDENTIFIERS- *African Americans

This monograph attempts to bridge the fields of education and counseling, focusing on the academic, social and emotional, and psychological concerns of gifted African American students. Also discussed are gender issues between African American males and females relative to social and educational variables; barriers to counseling for African American students, including those identified as gifted; and recommendations for counselors who work with these students. The counseling strategies and philosophies that are espoused center on the holistic development of students, including the problems experienced by gifted students in general (such as high anxiety and stress, low self-concept, and poor peer relations) and African American and minority students in particular (such as racism, low teacher expectations, disproportionate dropout rates, learning style differences, and racial identity). Nine guidelines for working with gifted African American students are recommended: (1) focus on strengths; (2) help students build positive social and peer relations; (3) promote social competence and encourage biculturality; (4) teach students how to cope with social injustices; (5) adopt broader and more comprehensive definitions of underachievement; (6) involve families, African American professionals, and community leaders; (7) explore the quality and quantity of support systems and resources available to students; (8) integrate multiculturalism into the learning process; and (9) counsel students using their preferred learning styles. Contains 96 references. (DB)

ED 388 016 EC 304 371

Cramond, Bonnie
The Coincidence of Attention Deficit Hyperactivity Disorder and Creativity. Attention Deficit Disorder Research-Based Decision Making Series 9508.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; *Attention Deficit Disorders; Child Rearing; Clinical Diagnosis; Conceptual Tempo; *Creativity; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; Hyperactivity; Intervention; *Psychoeducational Methods; *Student Characteristics; Student Evaluation; Symptoms (Individual Disorders)

This monograph examines the particular problems that can beset creative children when their behaviors are mistaken for the frequently diagnosed psychoeducational condition of Attention Deficit Hyperactivity Disorder (ADHD). A brief history of ADHD is given, tracing the difficulty that researchers have miscommunication, while a more eclectic approach integrating both linguistic and sociolinguistic factors in communication can promote communicative autonomy in the learner and provide a tool for social integration. (MSE)

ED 388 034 FL 023 155

Batdorf, Barbara; Pecor, Nancy
Integrated Instruction Lesson Plans, Kindergarten Level. ESL Course, Summer 1995.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Class Activities; Classroom Techniques; Course Descriptions; *English (Second Language); Instructional Materials; Kindergarten; *Language Skills; *Lesson Plans; Primary Education; Scheduling; Second Language Instruction; Skill Development; Student Evaluation; Thinking Skills; *Vocabulary Development

Five lesson plans, designed for integrated English-as-a-Second-Language (ESL) and content instruction at the kindergarten level, are presented. All have the general topic of animal life; the specific lesson topics include: animal characteristics and habitats; drawings of habitats; oral language, questions, and categories; caterpillar metamorphosis; and animal identification and classification. Each lesson plan specifies objectives in each skill area (speaking/listening, reading/writing, content, thinking/study skills), lists key vocabulary, instructional materials, and motivational activities, outlines presentation procedures, and offers suggestions for classroom applications, review, student evaluation, and extension activities. Forms are given for activities that require them. An activity schedule for reading, language arts, math, art, oral language, and motor skill activities for one week is also included. (MSE)

ED 388 035 FL 023 156

New Horizons: Journal of Education, Hong Kong Teachers' Association, 1992-1994.
PUB DATE- 94
NOTE- 365p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrative Organization; Business Administration; Business Administration Education; Career Development; Centralization; Curriculum Development; Decentralization; Distance Education; Early Childhood Education; Educational Environment; *Educational Policy; *Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Mathematics Instruction; Music Education; Native Language Instruction; Nature Nurture Controversy; Physical Education; Policy Formation; Public Policy; Recall (Psychology); School Administration; Science Instruction; Special Education; *Teacher Education; Teaching Methods; Tutors; Whole Language Approach; Writing Instruction
IDENTIFIERS- China; Hong Kong; Taiwan

This document consists of the three separately-published annual project implemented in the Vocational Teacher Education College of Jyvaskyla (VTECJ). "Internationalization" (Hannele Rousi) summarizes the goals and the theoretical and practical principles of the internationalization process of vocational teacher education in the VTECJ. Each article contains references. (YLB)

ED 387 594 CE 069 905

Learning To Work: Making the Transition from School to Work.
PUB DATE- Sep 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Career Academies; Cooperative Education; Corporate Support; Educational Legislation; Educational Technology; *Education Work Relationship; *Experiential Learning; Federal Legislation; Mentors; *School Business Relationship; Secondary Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

The Senate Committee on Labor and Human Resources and the House Committee on Education and Labor (now the House Committee on Economic and Educational Opportunities) asked the Office of Technology Assessment to examine the potential opportunities and possible pitfalls of work-based learning that would be supported by the School to Work Opportunities Act (STWOA). Three main questions are addressed: (1) What are the alternative models of work-based learning and how effective are they? (2) What new learning technologies could support work-based learning? and (3) How can employers be persuaded to provide work-based learning experiences for students? This report assesses the potential of work-based learning as a component of the school-to-work transition systems that are currently being developed in many states and local school districts. Chapter 1 reports the findings about work-based learning and the STWOA. Chapter 2 discusses the history of work-based learning in the United States as well as problems with school-to-work transitions and provides an overview of STWOA. Chapter 3 describes and analyzes the apparent advantages and disadvantages of five learning processes that can be used in work settings: experiential learning, work-group learning, mentoring, workplace instruction, and technology-assisted learning. Chapter 4 discusses various ways that work-based learning can be structured with respect to the following: the types of students who are served; the program objectives; the coordination with schooling; the timing, intensity, duration, and progression of work-based experiences; the settings of work-based learning; and the issue of payment for students. Chapter 5 describes various models of school-to-work transition programs with work-based learning and summarizes the evidence on their effectiveness. These models are youth apprenticeships, clinical training, cooperative education, school-to-apprenticeship programs, school-based enterprises, and career academies. Chapter 6 considers the factors that influence whether or not employers will participate in work-based learning programs. (YLB)

ED 387 595 CE 069 906

Taylor, Maurice
Workplace Basic Skills. A Study of 10 Canadian Programs.
PUB DATE- Jul 95

Conferencing at the National Institute: The Articulation of Knowledge and Writing Ability in the Assessment of Experiential Learning" (Evelyn F. Spradley) discusses the electronic conference held concurrently with the institute. The edited text of the conference focuses on the student's role in the definition of experiential learning. "How Adults Learn" (Barbara Waters Eklund) is a report of a session given by Elizabeth Kasl that introduced members of the advanced track to adult learning theory and later gave them an opportunity for role playing. This part contains a nine-item bibliography and the role-playing exercise used in the session. "Searching for an Identity: The Role of the Prior Learning Assessment Professional" (Barbara Waters Eklund) summarizes the session by Alan Mandell that raised questions as to the personal and institutional role of the individual in an institution charged with the responsibility of administering prior learning assessment. (YLB)

ED 387 613 CE 069 973

Dagavarian, Debra A., Ed.
In Support of Prior Learning Assessment and Outcomes Assessment of Prior Learning Assessment Programs. Proceedings of the National Institute on the Assessment of Experiential Learning (Princeton, New Jersey, June 12-15, 1993).
PUB DATE- Jun 93
NOTE- 15p.; For related documents, see CE 069 971-974.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; *Certification; College Credits; Conference Proceedings; *Educational Objectives; *Experiential Learning; Nontraditional Students; Outcomes of Education; *Prior Learning; *Student Evaluation

This publication contains two papers from the 1993 National Institute on the Assessment of Experiential Learning. "In Support of Prior Learning Assessment" (Rebecca C. Hull) highlights arguments in opposition to the acceptance of prior learning assessment and the responses that might best counter these arguments. "Outcomes Assessment of Prior Learning Assessment Programs" (Debra A. Dagavarian, William M. Walters) identifies program objectives useful to all prior learning assessment programs and lists five generic, desired outcomes for each of three constituencies. Desired outcomes for students are as follows: to give them the forum to investigate the structure of college-level learning; to engage them in setting educational objectives; to enable them to gain a new sense of self; to ensure prior learning assessment certifies readiness to move on to further education; and to ensure prior learning assessment expedites attainment of a college degree. Desired outcomes for faculty are as follows: to enhance faculty's typical mode of interaction with a subject area; to broaden faculty's perspective on the subject matter; to encourage cross disciplinary awareness; to heighten faculty's sense of professional self-esteem; and to provide faculty with the opportunity for a qualitatively different type of communication with students. Desired outcomes for the institution are as follows: to enhance institutional image as caring and committed; to demonstrate flexibility and responsiveness to adult students; to create a culture of self-examination; to attract greater numbers and diversity of adult students; and to attract a greater diversity of faculty. (YLB)

This publication identifies 20 subjects appropriate for use in a competency list for the occupation of accounting specialist, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 20 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; specialized accounting functions; business law; computer operations; network operations; small business management; and supervision. (YLB)

ED 387 632 CE 070 006

Financial Management Assistant.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 68p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; Computer Oriented Programs; Computers; Economics; Employment Potential; *Financial Services; High Schools; *Job Skills; *Money Management; *Office Automation; Office Occupations Education; Postsecondary Education; Small Businesses; Supervision; Teamwork; *Tech Prep
IDENTIFIERS- Business Law; Financial Management Assistants

This publication contains 19 subjects appropriate for use in a competency list for the occupation of financial management assistant, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 19 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; specialized accounting functions; business law; computer operations; small business management; and supervision. (YLB)

ED 387 633 CE 070 007

Office Management Specialist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 63p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; Computer

following: maintain a level of knowledge adapted to the modern world, promote shared values, and avoid tracking. (MN)

ED 387 651 CE 070 030

Gruschka, Andreas
The Changing Role of Vocational and Technical Education and Training (VOTEC). New Approaches to Integrated Learning. Synthesis Report.
PUB DATE- Nov 94
NOTE- 84p.; Information paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Needs; Educational Policy; Educational Trends; Foreign Countries; *Integrated Activities; *Learning Activities; Postsecondary Education; Role of Education; Secondary Education; Synthesis; *Teaching Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- Australia; Denmark; France; Germany; Great Britain; Netherlands; Organisation for Economic Cooperation Development; Portugal; United States

Expert reports about integrated learning (IL) and vocational-technical education (VTE) activities in Organisation for Economic Cooperation Development (OECD) English speaking member countries, on France, the Netherlands, Denmark, Germany, Portugal, Finland, papers of the relevant OECD seminars in Phoenix, Arizona, and in Marseille, France were reviewed and synthesized. The synthesis focused on the following topics: aims and motives of IL in the context of history and educational policy, IL at the macrolevel of schools and training centers and at the intermediate level of educational pathways, and IL at the microlevel of learning and teaching in selected OECD countries. Although the exact definition of IL varied slightly in the different countries examined, in most countries discussion of IL concentrated on two topics: (1) reform and renewal of educational approaches in schools were rigid subject boundaries are broken down and schools are opened up to the real world; and (2) adoption of new teaching methods concentrating on exploiting students' potential and building pathways to work. Educational conditions were found to be generally unfavorable to IL for several reasons, including the frequent absence of collective responsibility for education and training by both firms and schools and reinforcement of traditional views by institutions. It was recommended that school systems work to develop systems of IL that will overcome the rivalry and separation between VTE and general education. (Contains 10 references.) (MN)

ED 387 652 CE 070 031

The Changing Role of Vocational and Technical Education and Training (VOTEC). Women in Vocational and Technical Education: Changes and Challenges.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). For related documents, see CE 070 024-034.

(ED), Washington, DC.
PUB DATE- 15 Mar 95
NOTE- 3p.; For full report, see ED 363 731.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Analysis; Dropouts; *High School Equivalency Programs; *High School Graduates; *Predictor Variables; *Reading Achievement; Reading Skills
IDENTIFIERS- *General Educational Development Tests

The literacy skills of General Educational Development (GED) program graduates were compared to those of high school graduates and high school dropouts who did not pass the GED test. The sample of 1,012 young adults (ages 21 to 25 years) studied was obtained by selecting all Whites, African Americans, and Hispanics who were studied in the Young Adult Literacy Survey and who did not have any college education. Among the key findings of the study were the following: GED completers performed significantly better on literacy tests than did high school dropouts; although high school graduates performed slightly better on literacy tests than GED completers did, the actual differences were marginal; race/ethnicity was the most important demographic predictor of literacy performance, followed by mother's educational attainment; newspaper reading was a significant predictor of higher literacy performance; and females' performance in prose, document, and quantitative literacy was uniformly slightly higher than that of their male counterparts. It was concluded that participation in GED programs appears to help individuals gain the literacy skills valued by many employers and that it would, therefore, be premature to abandon GED programs. (MN)

ED 387 670 CE 070 070

Gal, Iddo
Issues and Challenges in Adult Numeracy. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 366 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Needs; *Educational Practices; *Literacy Education; *Numeracy; State of the Art Reviews; *Teacher Qualifications

The current state of adult numeracy research and practice was examined. Data were collected from available literature and test data about adult numeracy instruction, as well as from telephone interviews with directors and teachers in 30 randomly selected adult education programs in three states. Among the key findings of the study were the following: (1) employers increasingly desire not only proficiency in the basic mathematical operations, but also broader general problem-solving skills and facility with communicating about quantitative applications; (2) despite growing recognition of the importance of numeracy, there is little evidence of full integration of mathematics education with adult literacy instruction or use of assessment methods that adequately evaluate the numerical skills needed in daily life; and (3) current literacy teachers need more preservice and inservice training in numeracy instruction and more effective instructional materials. It was concluded that full integration

ED 387 688 CE 070 092

Pharmacy Technologist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 67p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; Drug Therapy; *Employment Qualifications; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Evaluation; Medical Services; Medical Vocabulary; Negligence; Nutrition; Pathology; Patient Education; Pharmacology; *Pharmacy; Physiology; Recordkeeping; Risk Management; Safety; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Pharmacy Technicians

This document, which is designed for use in developing a tech prep competency profile for the occupation of pharmacy technologist, lists technical competencies and competency builders for 16 units pertinent to the health technologies cluster in general as well as those specific to the occupation of pharmacy technologist. The following skill areas are covered in the units devoted to the health technologies cluster: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; nutrition; patient education; and medication use. Among the competencies specific to the occupation of pharmacy technologist are the following: comply with appropriate regulations; explain pharmacy safety; complete prescription information; apply pharmaceutical calculations; identify routes of administration, dosage forms, and types/uses of containers; explain the relationship of companion over-the-counter products/supplies; process prescriptions; apply compounding, reconstitution, and packaging skills; practice aseptic technique; identify facets of alternative nutrition; prepare daily intravenous solutions; maintain quality control records/methods and stock levels; and help dispose of controlled substances. (MN)

ED 387 689 CE 070 093

Medical Laboratory Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 97p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Chemistry;

administrative details. The final chapter provides information on program evaluation and applying the learning from that evaluation to planning successive programs. Three appendixes provide examples of a planning interview worksheet, program formats and learning activities, and a written agreement between program planner and program sponsors. Contains 75 references. (KC)

ED 387 706 CG 025 549

Peterson, Jean Sunde; Espeland, Pamela, Ed.
Talk with Teens about Self and Stress: 50 Guided Discussions for School and Counseling Groups.
PUB DATE- 93
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academically Gifted; *Adolescents; At Risk Persons; Behavior Problems; Conflict Resolution; Depression (Psychology); *Discussion Groups; Dropouts; Elementary Secondary Education; *Group Counseling; *Interpersonal Competence; Peer Counseling; Problem Solving; *Self Concept; Stress Variables; Underachievement

Written to meet the affective need of adolescent students to share their feelings and concerns with supportive listeners, this document contains 50 guided discussions on various topics relating to three focus areas: the self, the self and others, and stress. Under the focus of the self topics include: personal strengths and limitations; behind the facade; going to extremes; who and what defines us; in control, out of control; making mistakes; and success and failure. Under the focus of the self and others topics include: how others see us; those who influence; responding to authority; who can we lean on; and tolerance and compassion. Under the area of stress topics include: sorting out the sources of stress; dealing with others' expectations; role models and strategies for coping with stress; substance abuse; and vulnerability to cults and demagogues. The discussions are intended to help students: (1) gain self-awareness; (2) make better decisions; (3) solve problems; and (4) deal more effectively with their various environments. Each discussion has a focus topic as well as objectives and suggestions of goals to work toward in each session. Several discussions include activity sheets that may be photocopied for group use. The discussion guides may be modified to deal with special populations such as at-risk students, gifted students, and students returning from or in treatment for substance abuse or eating disorders. The document also contains guidelines for group leaders that deal with: (1) ethical behavior; (2) dealing with students who are quiet or shy; (3) handling emotional bombshells; and (4) counseling individual group members. (SR)

ED 387 707 CG 025 876

Tuohy, Margaret M. Wertz
Positive Academic and Affective Student Outcomes at a Small School for At-Risk Adolescents through Ongoing Teacher Consultation with a Marriage, Family, Child Counselor.
PUB DATE- Apr 94
NOTE- 46p.

text from both a literary perspective and from perspectives of psychological evaluation and report writing. This shift from psychologist as unmasker of objective truth to participant in construction of narrative may be viewed within the context of epistemological shifts from scientific positivism socially constructed viewpoint. (Author/JBJ)

ED 387 726 CG 026 424

Behrens, Troy Tylor; And Others
Facilitating the Development of Social Interest as an Intervention with At-Risk Career Counseling Clients.
PUB DATE- 22 Jun 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Probation; *At Risk Persons; *Career Awareness; Career Choice; *Career Counseling; Career Development; College Environment; Developmental Tasks; Education Work Relationship; Ethnic Groups; Females; Higher Education; Interpersonal Relationship; Nontraditional Students; *Occupational Aspiration; *Social Adjustment; Social Behavior; Vocational Maturity
IDENTIFIERS- Adler (Alfred); Crandall Social Interest Scale

College students are continuously engaged in attempting to successfully pass courses, fulfill degree requirements, and plan for their future careers. Career counselors who work in a collegiate setting, are often faced with situations where students are unable to pass their courses; are undecided about which major to pursue; or are uncertain about how to formulate long term career goals. Based on Adler's theory that high levels of social interest will translate to success in achieving career satisfaction; a sample of 85 college students was studied. Forty-three students voluntarily sought career counseling assistance and 42 were facing academic probation and were mandated to receive career assistance. All students were administered Crandall's Social Interest Scale. Results yielded significantly low levels of social interest for students who were facing academic probation (p=.040; p .05); who had an undecided major (p=.006; p .05); and for those who had not formulated long term career goals (p=.009; p .05). Significant findings were also revealed for ethnic minority, female, and non-traditional aged students. Implications of these findings as well as ideas pertaining to how college-based career counselors can help their students develop higher levels of social interest are discussed. (Author/JBJ)

ED 387 727 CG 026 442

Smith, Darlene A.
Occupational Sex-Role Stereotyping in the Elementary School.
PUB DATE- 95
NOTE- 76p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Child Rearing; Children; Elementary Schools; *Elementary School Students; Ethnic Groups; Family Structure; Intermediate Grades; Occupations; Parent Attitudes; Parent Child Relationship; Parent Influence; *Sex Role; *Sex Stereotypes; *Social Bias
IDENTIFIERS- *Occupational Stereotypes

Occupational stereotyping appears very early in children. Both and Human Services Boards; (5) Iowa, Family Development and Self-Sufficiency Program; (6) Kentucky, Family Resource Centers and Youth Services Centers; (7) Maryland, Children and Family Services Reform Initiative; and (8) New Mexico, Communities in Schools. All eight initiatives emphasize the role of collaboration in creating new possibilities, roles, and relationships for local communities. Each profile is a synthesis of information collection from one or more informants in the state, representing a landscape for analysis and comparison. (JBJ)

ED 387 746 CG 026 526

Berliner, BethAnn
Adolescence, School Transitions, and Prevention: A Research-Based Primer.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 93
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Behavior Modification; *Behavior Patterns; *Coping; *Early Intervention; *Educational Psychology; *Educational Theories; Elementary Secondary Education; Health Promotion; Intervention; *Life Events; Mental Health; Prevention; Psychoeducational Methods; Stress Management; Stress Variables; Theory Practice Relationship

Preventionists have long recognized that the transition from elementary to secondary school represents a period of uncertainty and profound change in young adolescents' lives. This paper offers a research-based primer for teachers and other preventionists. It builds upon the prevention literature that focuses on protective factors as well as the current notion that life transitions may be overlooked as opportunities to help adolescents thrive. It is a call to recognize school transitions as important life events and to promote the development of prevention interventions during these periods. The following topics and theories are examined: transitions, stress, and coping; the transition into adolescence; timing and discontinuity theory; environmental theory; transitional life events theory; role strain theory; theory to practice approaches; and belonging. Answers are listed for the following questions: Who should participate in a school transition program? What should the format of a school transition program look like? and What should be included in a school transition program? Transitions are times of heightened risk as well as opportunities to develop effective coping skills. To turn school transitions from a risk to an opportunity, prevention programming must move beyond skill-building to include interventions that provide children and youth a sense of belonging and a bright future. Contains 34 references. (JBJ)

ED 387 747 CG 026 527

Berliner, BethAnn
Alcohol and Other Drug Prevention: An Overview for Educators: A Description of the Implementation of a Model Course Outline.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 16p.
LANGUAGE- English

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Awareness; Career Choice; Career Counseling; *Career Development; Career Exploration; Career Guidance; Career Information Systems; *College Bound Students; *Education Work Relationship; *English Curriculum; Grade 10; High Schools; High School Students; Job Skills; Occupational Information; School Guidance
IDENTIFIERS- *High School Sophomores

This practicum was designed to help college-bound sophomores make connections between English class and the world of work so that they could make informed decisions about college and career choices. The target population was 90 honors-level 10th grade English students on an interdisciplinary team. The setting was a predominately middle class, suburban high school. The writer used a combination of strategies to connect students to the workforce. She designed a shadowing program matching students for a day with career professionals, developed an employability skills portfolio model, organized an in-school Career Day, and arranged for students to access software matching their interests to college options. Analysis of the data revealed students' ability to cite career choices based on reasons other than prestige and media stereotypes. Additionally, they were able to describe realistically a typical day in the career of their choice, and to document at least eight skills necessary to success in English and success in the workplace. Appendices include selected course materials, parents' survey, and sample interview questions. Contains 26 references. (Author)

ED 387 766 CG 026 577

Porter, Sharon M.
Effects of a Read-Aloud Program on Reading Attitudes of Elementary Children.
PUB DATE- 95
NOTE- 125p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Reading; Elementary Education; Grade 3; Grade 6; *Oral Reading; Reading Ability; Reading Achievement; *Reading Aloud to Others; Reading Comprehension; *Reading Improvement; Reading Instruction; *Reading Strategies; Scores; Self Esteem; Sex Differences; Socioeconomic Status; *Student Attitudes

This thesis investigated the attitudes toward reading of elementary students in 3rd and 6th grade at a small, rural western Kansas school before and after implementing a read-aloud program. The sample consisted of 58 students--33 boys and 25 girls, including both the study group (n=30) and control group (n=28). Independent variables were participation status, gender, socioeconomic status, English as a Second Language, family structure, self-esteem, and cognitive ability. Dependent variables were scores from the scales of the Elementary Reading Attitude Survey. Pretest scores from the scales of the Elementary Reading Attitude Survey and scores from the Reading Total of the California Achievement Test--5 were employed as covariant measures. Results appear to support the following generalizations: (1) students in 3rd and 6th grade who participated in a read-aloud program acquired a more positive attitude toward reading than students who did not participate; (2) female 6th grade students who participated in a read-aloud program acquired a more positive attitude toward reading than

Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties.
PUB DATE- 94
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Foreign Countries; *Phonemes; *Phonology; *Reading Difficulties; *Reading Improvement; Reading Programs; *Reading Skills; Theory Practice Relationship
IDENTIFIERS- *Phonological Awareness

Reflecting the large amount of evidence linking children's progress in learning to read to their phonological awareness, this manual presents a program of phonological and phonological linkage activities, a set of reproducible record sheets, and 54 picture sheets used in the program. After an introduction and guide to the program, the manual offers a test of phonological awareness and 10 sections of phonological and phonological linkage activities: (1) Identification of Words as Units within Sentences; (2) Identification and Manipulation of Syllables; (3) Phoneme Blending; (4) Identification and Supply of Rhyming Words; (5) Identification and Discrimination of Phonemes; (6) Phoneme Segmentation; (7) Phoneme Deletion; (8) Phoneme Substitution; (9) Phoneme Transposition; and (10) Phonological Linkage Activities. Contains 43 references. Appendixes present additional activities, a table of percentages, and record sheets. The 54 picture sheets are packaged separately at the end of the manual. (RS)

ED 387 787 CS 012 281

Kibby, Michael W.
Practical Steps for Informing Literacy Instruction: A Diagnostic Decision-Making Model.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Case Studies; Diagnostic Teaching; Elementary Education; *Instructional Improvement; Models; *Reading Ability; Reading Diagnosis; *Reading Instruction; Reading Strategies; *Student Evaluation; *Teacher Role
IDENTIFIERS- Reading Behavior

This monograph presents a diagnostic decision-making model for reading, elementary, and special education teachers to use as a guide in assessing and evaluating students' reading abilities to design and provide more appropriate reading instruction. The model in the monograph gives an overall perspective or gestalt of the components and strategies important to successful reading, and it provides a sequence for evaluating those components and strategies in a rational and efficient manner. The monograph is intended particularly for teachers who have adapted holistic, child-centered, or literature-based instructional rationales and who now assume responsibility for designing reading instruction for each student in their classes. Chapters in the monograph are: (1) Rationale and Purpose of the Diagnostic Decision-Making Model; (2) General Orientation to the Diagnostic Decision-Making Model; (3) The Diagnostic Process; and (4) A Complete Example: Sandra. Contains 66 references and 3 figures illustrating aspects of rather than reveal the complexities of children's literate constructs, and do not support self-assessment. (Contains 12 references.) (TB)

ED 387 807 CS 215 068

Ramirez, Gonzalo, Jr.; Ramirez, Jan Lee
Multiethnic Children's Literature. 1st Edition.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- American Indians; Annotated Bibliographies; Asian Americans; Blacks; *Childrens Literature; Class Activities; *Cultural Awareness; *Cultural Differences; Elementary Education; Junior High Schools; Latin Americans; Multicultural Education; *Reading Material Selection
IDENTIFIERS- African Americans; Latinos; *Multicultural Materials; Native Americans

Intended for K-8 teachers, librarians, caretakers, and all other adults who are interested in helping children gain a better understanding of culturally different populations, this book serves as a resource guide for locating accurate, multiethnic literature (published since 1980) for and about African Americans, Asian Americans, Latinos, and Native Americans. The book features a brief history of multiethnic children's literature, a discussion of current issues relevant to each minority group, suggestions for and annotations of specific titles, discussion of specific literary elements contained in each book. Chapters in the book are: (1) Why Multiethnic Children's Literature? An Overview; (2) Guidelines for Selecting Multiethnic Literature; (3) Books for and about Mexican Americans, Puerto Ricans, and Other Latinos; (4) African American Children's Literature; (5) Books for and about Chinese Americans, Japanese Americans, and Other Asian Americans; (6) Books for and about Various Native Americans; (7) Activities for Extending Children's Experiences with Multiethnic Literature; and (8) Conclusions. An appendix presents a list of names and addresses of 47 publishers. (RS)

ED 387 808 CS 215 071

Zaluda, Scott
Composing a "National Negro Theater": Playwriting Courses at Howard University in the 1920s.
PUB DATE- Mar 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Black Community; *Black History; *Blacks; Community Involvement; Cultural Context; Curriculum Evaluation; Educational History; Higher Education; *Playwriting; *Theater Arts
IDENTIFIERS- African Americans; Cultural Studies; *Howard University DC; *Theater History

Educators today may find a historical review of the Howard

IDENTIFIERS- *Informal Education

A copy of a letter to a cable company, printed in large block letters and not following standard rules of spelling and syntax, serves as a catalyst for thoughts about the person who wrote the letter and a discussion about what constitutes literacy. Despite the appearances of the letter, a case can be made for the author as a writer. A close look at her spelling, grammar, syntax, punctuation, vocabulary, voice, and pragmatics show that her rhetorical skills are better than those of many college students. Syntactically, the letter contains some surprises. The first sentence contains two subordinate clauses and two infinitive phrases. Its author's grammar contains several nonstandard phrases characteristics of Black English. Punctuation is idiosyncratic but consistent. Rhetorically, the letter is a good example of business writing. According to most functional criteria, the writer would be considered moderately literate, although she never attended school. Her case raises serious questions about how teaching literacy is approached in primary and secondary schools--what is it in schools that grinds down self-esteem and discourages a student's inherent abilities. Teachers must learn to look beyond errors, to stop equating literacy with knowledge of standard conventions. Too often feedback focuses too much on correctness and not enough on problem solving. In the case of the elderly writer of this letter, she had a long working life as a cook or dietary worker at hospitals. She is clearly successful as a writer/reader. (TB)

ED 387 826 CS 215 095

Samuels, Barbara G., Ed.; Beers, G. Kylene, Ed.

Your Reading: An Annotated Booklist for Middle School and Junior High, 1995-96 Edition. NCTE Bibliography Series.

PUB DATE- 96

NOTE- 386p.; For the previous edition, see ED 362 879. Foreword by Joan Lowery Nixon.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Childrens Literature; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Reading Material Selection; *Recreational Reading

IDENTIFIERS- Aesthetic Reading; Middle School Students; *Trade Books

Designed for use by junior high and middle school students, this annotated bibliography of over 1,100 titles of fiction and nonfiction also serves as a resource for teachers, librarians, and parents in search of titles that might catch the attention of such students. The bibliography presents annotations of books published or reissued in 1993 and 1994. Each entry contains the author, title, name of publisher, publication date, length of book, ISBN number, 7-8-line synopsis of the book. Titles are grouped by subject matter under 7 sections: (1) Growing Up; (2) Imagined Lands; (3) Shudder and Shake!; (4) People, Problems, and Places: Yesterday and Today; (5) Science All around You; (6) Words To Remember; and (7) Facts, Figures, and Fun. In addition to a directory of publishers, and author, title, and subject indexes, the bibliography includes 2 appendixes--a 100-item list of the most notable books published between 1967 and 1992 of young adult literature; and a list of the books included in the annotated list which have won awards. (RS)

*Course Descriptions; Higher Education; *Preservice Teacher Education; *Socialization; *Teacher Student Relationship
IDENTIFIERS- *Communication Strategies; Research Suggestions; Uncertainty Reduction

Both educational and organizational researchers have been studying the socialization construct since the late 1970s. Research can be extended to examine the role of the course syllabi as a strategy or tool for classroom socialization. One theory which has been applied to classroom socialization is the uncertainty reduction theory; a possible method for creating meaning within the classroom context is the course syllabus. Initial research results seem to support the conclusion that a well-constructed syllabi can satisfy very real desires of students to know about the course content, classroom rules, and teacher expectations. The syllabi can further contribute to the classroom socialization process by serving as a contract (analogous to the psychological contract operating in organizations) and by reducing classroom uncertainties. For one instructor, her work with students in "Success Prep," an employability training program, demonstrated that allowing students to assist in setting the "normative" culture for the group can and does work. The syllabus can also contribute to socialization by reducing uncertainty or minimizing the amount of surprise that a student experiences. Uncertainty can be reduced by using passive strategies, active strategies, and interactive strategies--each of these strategies can be evident in a course syllabus. Additional research needs to be conducted to better determine the types of information needed on the syllabi and the outcomes (effects) of syllabi on classroom socialization, performance and/or satisfaction. (Contains 27 references.) (TB)

ED 387 846 CS 509 052

Coombs, W. Timothy
Progress in Research and Theory: Eleven Years of International Public Relations Articles.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Content Analysis; Higher Education; International Communication; *Public Relations; Research Needs; Scholarly Journals; Theory Practice Relationship
IDENTIFIERS- *International Public Relations; Research Suggestions

Public relations has been caught up in the drive to internationalize business. Organizations are now dealing with global constituencies on a more frequent basis, which increases the demand for international public relations. One concern raised by this development is whether or not theory and research are keeping pace with the international needs of the practitioners. This paper examines the published public relations research articles to assess how well or poorly theory and research have kept up with the demands for internationalization. The survey of public relations articles demonstrates a very slow pace for the internationalizing of public relations research. The paper concludes with a discussion of three critical areas: the failure to internationalize, the need for integrative frameworks, and possible ways to examine interactions. (Contains 3 notes, 18

Personnel Selection; *Productivity; Quality of Working Life

The primary aim of human-resource-development systems in companies is to improve organizational performance through satisfying the development needs of individual employees. This paper presents findings of a study that looked at how human-resource-development systems worked in practice, in particular, how performance management, selection, appraisal, reward, and development were handled by companies and educational institutions. Companies in Slovenia, Holland, and Belgium were compared with universities and high schools in Slovenia and unidentified foreign countries. Data were collected through interviews with the human-resource manager in each firm, document analysis, and interviews with professors at universities foreign to Slovenia. In each of the organizations, human-resource policies were implemented in a way to support the strategic plans of the firm within the constraints established by the firm's environment. Staffing practices should be linked to long-term goals and objectives rather than to short-term needs. A mismatch between career-development practices and strategy can lead to unproductive workers. The excellent companies in the sample conducted their staffing, training, and development functions in ways that supported and contributed to each organization's major business strategy. Whether or not innovation is a key driving force of the firm should dictate whether the firm focuses on the specific task that an individual carries out or on the broader context within which the tasks are done. (Contains 21 references.) (LMI)

ED 387 866 EA 027 053

Handbook for Public Playground Safety.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Design Requirements; Equipment Maintenance; *Equipment Standards; *Facility Guidelines; *Facility Planning; Facility Requirements; Injuries; *Playgrounds; *Safety; Site Analysis

Guidelines for playground equipment safety are presented in this handbook. It first provides an overview of common playground injuries and definitions. The layout and design of playgrounds, such as choosing a site, locating equipment, and separating equipment by age level, is addressed next. The remaining sections describe the installation and maintenance of equipment, standards for manufactured and constructed materials, general hazards, access and platforms, major types of playground equipment, surfacing, and use zones for equipment. Two tables and 18 figures are included. Appendices contain a suggested general maintenance checklist, entrapment requirements and test methods, characteristics of organic and inorganic loose-fill materials, and unitary synthetic materials, and a description of loose-fill materials. (Contains seven references.) (LMI)

ED 387 867 EA 027 054

McLaughlin, Milbrey W.; Shepard, Lorrie A.
Improving Education through Standards-Based Reform. A Report by the National Academy of Education Panel on Standards-Based

compensating differentials are necessary to attract teachers to remote regions. In conclusion, the TCI includes important factors beyond the costs of living that should be considered in examining how much more or less it costs to recruit and employ comparable teachers. Appended are technical notes; descriptive statistics and parameter estimates variables included in teacher salary regressions; and standard errors. Contains 48 references. (LMI)

ED 387 885 EA 027 078

Snyder, Thomas D.; Hoffman, Charlene M.
Digest of Education Statistics, 1995.
PUB DATE- Oct 95
NOTE- 604p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Graduates; Comparative Analysis; Economic Factors; Educational Attainment; Educational Finance; *Educational Trends; *Elementary Secondary Education; Employment Patterns; *Enrollment; Federal Aid; Government Role; Higher Education; High School Graduates; Income; *Institutional Characteristics; International Studies; Labor Force; Libraries; National Surveys; Population Trends; Private Education; Public Education; *Statistical Data; Tables (Data); Telecommunications; *Trend Analysis
IDENTIFIERS- *National Center for Education Statistics

This edition is the 31st in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The "Digest" includes a selection of data from many sources, and draws especially on the results of surveys and activities of the National Center for Education Statistics (NCES). The publication contains information on a variety of subjects, including: (1) numbers of schools and colleges; (2) numbers of teachers; (3) enrollments; (4) graduates; (5) educational attainment; (6) finances; (7) Federal funds for education; (8) employment and income of graduates; (9) libraries; and (10) international comparisons of education. Supplemental information is provided on population trends, attitudes toward education, educational characteristics of the labor force, government finances, and economic trends. New information is provided on trends in elementary-secondary school expenditures, race/ethnicity of college faculty, productivity measures of college faculty, revenues of colleges and universities by classification of institution, the percentage of population enrolled in college for Organisation for Economic Cooperation and Development (OECD) countries, and the use of telecommunications technologies in public schools. Data are presented in 32 figures and 415 tables, with an additional 20 tables in an appendix. Contains a guide to tabular presentation, guide to sources, and definitions. (LMI)

ED 387 886 EA 027 079

Wang, Changhua; And Others
A Cost-and-Benefit Study of Two Americorps Projects in the State of Washington.
PUB DATE- Aug 95
NOTE- 38p.; Prepared at the request of the Washington State Commission for National and Community Service.
LANGUAGE- English

and learning. They offer a range of strategies that link changes in the way funding is distributed and spent to improved student achievement. Following the preface, acknowledgements, and introduction, the essays are as follows: (1) "A Focus on Resources and Student Achievement" (Robert Berne); (2) "Providing Opportunity to Learn Through Compensatory Aid" (William H. Clune); (3) "The Role of Teacher Expertise and Experience in Students' Opportunity to Learn" (Linda Darling-Hammond); (4) "School-Based Financing and Opportunity to Learn" (Allan R. Odden); (5) "Creating Equity of Opportunity Through School Choice and Charter Schools" (Jeanne Allen); and (6) "Guaranteeing Good Instruction" (Andrew C. Porter). Each essay contains references. (LMI)

ED 387 904 EA 027 100

Cochren, John R.
Selecting a Superintendent: A Leader or an Implementor?
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Administrator Selection; *Board Administrator Relationship; Boards of Education; Elementary Secondary Education; Leadership; Long Range Planning; Organizational Objectives; *Superintendents

Selecting a superintendent is one of the most critical decisions that a school board can make. Choosing an appropriate superintendent is fundamental for achieving the board's mission of the school corporation. This paper argues that boards need to address the question, Do we want a leader or an implementor? The paper describes various leadership theories that are applicable to the superintendent-selection process. Demings (1990) referred to the concept of "constancy of purpose" in bringing new approaches successfully to industry. Other theorists argue that alignment between the individual superintendent and the actual expectations of the position is crucial for success. The hiring of a superintendent should be viewed as a critical element of long-term planning. Boards should included parents and nonparents, business and community leaders, faculty, and staff in the selection process in order to promote stability of purpose. (LMI)

ED 387 905 EA 027 101

Cochren, John R.
Leadership in an Era of Retrenchment.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Decision Making; *Educational Administration; Educational Change; Elementary Secondary Education; *Leadership; *Reduction in Force; *Retrenchment

Many school corporations have reacted to the current financial and political climate by reducing their administrative staffs. This places more responsibility on the remaining administrators, who must do more with less. This paper the 47 member school districts that were representative of midwestern school systems ranging from large urban to small rural districts. All superintendents reported that they were trying to implement second-order, or systemic, changes. All districts used a state-mandated Planning, Evaluation, and Review (PER) process as a vehicle for initiating role changes. Most districts relied on staff-development and inservice programs to help with teacher/principal role changes. In 60 percent of the districts, staff-development and inservice decisions were made at the building level. Role change was more easily initiated at the elementary level. Eighty percent of the superintendents said that parents and community members were involved in almost every aspect of the district and in individual building decision-making processes. All said that the building principal played a key role in educational change, but that there was a lack of clarity among principals about their own roles. Thirty-five percent of the districts had some form of school-based management in place. Teachers were interested in making decisions about curriculum, instruction, and staff development, but did not seek to control schools or districts. Sixty-seven percent said that changes have been institutionalized to give teachers greater voice in building-level decisions. Most superintendents believed there is a movement toward genuine collaboration and teacher/principal role changes. Four examples of teacher/principal role-change efforts are described. A copy of the interview protocol is included. (Contains 11 references.) (LMI)

ED 387 924 EA 027 121

Huertas, Aurelio, Jr.; Sullivan, Carol
"Safe Schools within Safe Communities: A Regional Summit in the Heartland." Policy Briefs Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 21p.; Proceedings of a regional policy seminar held in Des Moines, Iowa, September 19-20, 1995. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Advocacy; Child Welfare; *Conflict Resolution; Elementary Secondary Education; Intervention; Juvenile Gangs; *Prevention; *School Safety; *Statewide Planning; Student Behavior; Student School Relationship; Substance Abuse; *Violence

This report documents the proceedings of a regional policy seminar hosted by the Iowa Department of Education with support from the North Central Regional Educational Laboratory (NCREL) and the Midwest Regional Center for Drug-Free Schools and Communities (MRC). The seminar, "Safe Schools Within Safe Communities," was held on September 19-20, 1995, in Des Moines, Iowa. Participants from 10 states attended--Illinois, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The purpose of the seminar was to provide a working forum where states could share information about existing violence-prevention policies, legislation, resources, successes, and state initiatives. Each state was asked to form a team to develop a long-range, coordinated, state-policy agenda and action plan for safe schools. The document contains highlights of a speech by Robert H. Brown, Jr., Chief of the Crime Prevention Branch, Office of Justice Programs, in which he addressed the future of school/community the impacts and effects of national goals and national assessment on K-12 and higher education. A review of state and federal responses to "A Nation at Risk" concludes that the Clinton Administration's Goals 2000: Educate America Act has led to a partnership among federal, state, and local educational entities and a commitment to educational improvement. The basic questions that must be answered in light of the national goals are: (1) Where are we now? (2) What are we doing? (3) Why are we doing it? (4) How can we measure what we are doing? (5) How can we use the consequent data for improvement? (6) What is the direction that improvement will take? (7) What institutions/levels of government will be the arbiters and assessors of improvement efforts? and (8) How will we know when we succeed in reaching these goals? Other concerns are how to measure against standards if they are transient in nature, and whether testing is conducted to maintain or raise standards. A conclusion is that higher education in partnership with K-12 education will and must play a vital role in determining answers to the many questions regarding the national goals, the national curriculum standards, the probability of national assessment, and the possibilities of what that assessment may be. (Contains 36 references.) (LMI)

ED 387 943 EA 027 143

Davidson, Betty M.; Dell, Geralyn L.
Building on Strengths for Educational Change.
PUB DATE- 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Environment; *Educational Innovation; Elementary Secondary Education; Organizational Change; *Organizational Climate; Organizational Development; Participative Decision Making
IDENTIFIERS- *Accelerated Schools; *Louisiana

The accelerated schools process provides a systematic approach to the restructuring of schools. Developed in 1986 by Henry M. Levin, the strategy seeks to provide the best education for all students. During the first stage, the "taking stock" phase, everyone in the school community works together to develop a comprehensive school portrait while incorporating three principles--unity of purpose, empowerment coupled with responsibility, and building on strengths. This paper presents findings of a study that examined the behavioral patterns exhibited during the "taking-stock" process by first-year schools involved in the Louisiana Accelerated Schools Project between 1991 and 1993. Data were obtained from interviews with teachers and principals and observations from 14 first-year accelerated schools, both rural and urban, across Louisiana. Findings indicate that the schools began to build their capacity for educational change by experiencing at the "in-use" level the three principles of unity of purpose, empowerment with responsibility, and building on strengths. First, in every school there was total agreement that both training in the quarterly statewide meetings and the school-site committees were conducive to building on strengths. Second, the integration of students' unique talents emerged with interdisciplinary approaches. Finally, the schools established a sense of community and began to integrate the Inquiry Process listing is organized by the following subject categories: case studies, checklists, curriculum, early childhood, fiscal implications, leadership, legal issues, legislation, newsletters, philosophy, policies, position statements, research, school publications, staff training/preparation, strategies/implementation, teacher education/certification, videos, and miscellaneous. (DB)

ED 387 961 EC 304 315

Dillon, Ann Donoghue, Ed.; And Others
Treasures: A Celebration of Inclusion.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 49p.; Photographs by Gary Samson. Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Disabilities; Educational Change; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Peer Relationship; Program Effectiveness; *Social Integration; State Programs; Statewide Planning
IDENTIFIERS- *New Hampshire

This booklet presents photographs and quotations illustrating the effective inclusion of children with disabilities in New Hampshire's public schools. The booklet was created to acknowledge and celebrate families, educators, and communities who have welcomed all students into neighborhood schools and classrooms; to energize dedicated people who have advocated for and practiced full inclusion; and to inspire those who have not had the experience of working in inclusive schools to support and work toward equity and excellence. An introductory discussion notes the implementation of the 5-year Statewide Systems Change Project and describes the visit of a Canadian educator, with anecdotes of her visits to specific schools at the elementary, junior high, and high school levels and her talks with parents, principals, and students themselves. The main body of the booklet consists of a relevant quote on one page with a photograph illustrating successful inclusion on the facing page. (DB)

ED 387 962 EC 304 316

Tashie, Carol; And Others
Changes in Latitudes, Changes in Attitudes: The Role of the Inclusion Facilitator.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 43p.; Photographs by Gary Samson. Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; Curriculum Development; Delivery Systems; *Disabilities; Educational Philosophy; Educational Trends; Elementary Secondary Education; Family Involvement;

(Contains 23 references.) (DB)

ED 387 980 EC 304 334

Davidovicz, Herman; And Others
Learning Problems and the TS Child and Specific Classroom Strategies and Techniques for Students with Tourette Syndrome and Techniques To Aid Students with TS in Completing Written Assignments.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
PUB DATE- Apr 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Accessibility (for Disabled); Attention Deficit Disorders; Behavior Problems; *Classroom Techniques; Elementary Secondary Education; Hyperactivity; Incidence; Intervention; *Learning Problems; Learning Strategies; Mainstreaming; *Neurological Impairments; Remedial Instruction; *Symptoms (Individual Disorders); Test Wiseness
IDENTIFIERS- *Tourette Syndrome

Three fact sheets provide parents and educators with basic information on Tourette Syndrome (TS). The first sheet is titled "Learning Problems and the TS Child" and is by Herman Davidovicz, a neuropsychologist. It notes the high frequency of attention deficit disorders and learning problems in children with TS and provides information for parents on warning signs, reasons for the learning problems, suggestions for intervention, and consideration of remedial help and regular classroom adjustments. The second fact sheet is by an educator, Susan Conners, and is titled "Specific Classroom Strategies and Techniques for Students with Tourette Syndrome." Strategies are suggested for the following areas: tic symptoms; attention deficit hyperactivity disorder problems; visual motor integration, auditory processing difficulties, and fine motor skill problems; and "short fuse" and oppositional behavior difficulties. The third sheet is by Jacqueline Favish, a special educator, and is titled "Techniques To Aid Students with TS in Completing Written Assignments." It offers suggestions for helping students with note taking, standardized tests, teacher-devised tests, and timed tests. (DB)

ED 387 981 EC 304 335

Learning Disabilities: A National Responsibility. Summit on Learning Disabilities (Washington, D.C., September 20-21, 1994). Videotapes.
PUB DATE- Sep 94
NOTE- For the summit report, see ED 378 783.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Courts; *Educational Policy; Educational Practices; Elementary Secondary Education; *Employment; *Equal Protection; Health Services; *Human Services; Justice; Labor; *Learning Disabilities; Legislation; Needs Assessment; *Public Policy; Research; Social Responsibility

Four videocassettes provide the presentations and discussion of presentations, note-taking, and grading. Suggestions are offered for creating audiocassettes, providing additional support for students with hearing and vision impairments, modifying the environment for students with attention deficit disorder, and dealing with behavior and attention difficulties as well as impulsivity and distractibility. Appended are 21 worksheets and reproducible forms to survey teachers, parents, and students; gather student data; develop a schedule; develop curriculum modifications; and carry out other administrative activities. (SW)

ED 388 000   EC 304 355

Haring, Norris G., Ed.; Romer, Lyle T., Ed.
Welcoming Students Who Are Deaf-Blind into Typical Classrooms: Facilitating School Participation, Learning, and Friendships.
PUB DATE- 95
NOTE- 447p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Classroom Techniques; Communication Skills; Community Involvement; *Deaf Blind; Early Intervention; Educational Cooperation; Educational Environment; *Educational Strategies; Elementary School Students; Elementary Secondary Education; Federal Legislation; Government Role; *Inclusive Schools; Interpersonal Competence; Mainstreaming; Medical Services; Parent Attitudes; Peer Relationship; Preschool Education; *Program Development; *Regular and Special Education Relationship; Secondary School Students; Social Integration; Staff Development; Student Educational Objectives; Student Needs; Student Participation; Teacher Education; *Teaching Methods; Teamwork
IDENTIFIERS- Teacher Collaboration

This collection of 18 papers focuses on the inclusion of students who are deaf-blind in regular classrooms. Papers include: (1) "Inclusion of Students Who Are Deaf-Blind: What Does the Future Hold?" (Lori Goetz); (2) "A History of Federal Support for Students with Deaf-Blindness" (R. Paul Thompson and Charles W. Freeman); (3) "Perceptions of Inclusion by Parents of Children Who Are Deaf-Blind" (Joyce Ford and Bud Fredericks); (4) "Establishing Inclusive School Communities" (Kathleen Liberty and Norris G. Haring); (5) "Teacher Preparation" (Barbara A. B. McLetchie); (6) "Developing Educational Plans To Support Valued Lifestyles" (Lyle T. Romer and Mary A. Romer); (7) "Using Social-Validity Assessments To Identify Meaningful Outcomes for Students with Deaf-Blindness" (Ilene S. Schwartz); (8) "Collaborative Teaming To Support Participation in Inclusive Education Settings" (Lyle T. Romer and Andrew R. Byrne); (9) "Adapting Environments To Support the Inclusion of Students Who Are Deaf-Blind" (Jeanne Glidden Prickett and Therese Rafalowski Welch); (10) "Functional Communication in Inclusive Settings for Students Who Are Deaf-Blind" (Kathleen Stremel and Richard Schutz); (11) "Social Relationships Among Students with Deaf-Blindness and Their Peers in Inclusive Settings" (Thomas Haring and others); (12) "Behavioral Support in Inclusive School Settings" (Felix F. Billingsley and others); (13) "Supporting the Medical and Physical Needs of Students in Inclusive Settings" (Philippa H. Campbell); (14) "Teaching Orientation and Mobility: Access, Information, and Travel" (Kathleen Gee experienced in defining and accurately diagnosing this condition. Of particular concern is the fact that the defining characteristics of ADHD (inattention, hyperactivity, and impulsivity) are also key descriptors in biographies of highly creative individuals. Possible common etiologies are discussed. The possibility of an overlap in the conditions of high creativity and ADHD is proposed, and some exemplary individuals with both creativity and ADHD are described. Parents and educators are advised of appropriate actions to take if a child is suspected of having ADHD, referred for psychological screening, or diagnosed with ADHD. These recommendations include: (1) observe and record conditions in which the key behaviors are intensified or reduced; (2) ask the child what s/he is thinking about immediately after a period of daydreaming; (3) choose a psychologist who is knowledgeable about giftedness/creativity as well as ADHD; (4) get a second opinion; (5) be cautious about recommendations for the use of methylphenidates or other drugs; and (6) be cautious about recommendations for an unstimulating curriculum with lessons broken into small parts. (Contains approximately 100 references.) (DB)

ED 388 017 EC 304 372

Reis, Sally M.; And Others
Por que no dejar a los estudiantes con habilidad superior comenzar la escuela en enero? Estudio de la Compactaction del curriculum. Monografia Investigativa 94401 (Why Not Let High Ability Students Start School in January? The Curriculum Compacting Study. Research Monograph 94401).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 16p.; For English version of the full report, see ED 379 847.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Classroom Techniques; *Curriculum Development; Educational Methods; Educational Practices; Elementary Education; Individualized Instruction; *Inservice Teacher Education; *Instructional Effectiveness; Mainstreaming; Staff Development; Teaching Methods
IDENTIFIERS- *Curriculum Compacting; Differentiated Curriculum (Gifted)

This report presents an executive summary, in Spanish, of a study which examined the effects of curriculum compacting, a curriculum modification technique for gifted and talented students. The study involved approximately 436 elementary teachers and 783 students in 27 school districts throughout the United States. The study was designed to investigate the types and amount of curriculum content that could be eliminated for high ability students by teachers who received various levels of staff development. It also examined effects of curriculum compacting on students' achievement, content area preferences, and attitudes toward learning. Teachers were randomly assigned to one of four groups, including three treatment groups that received increasing levels of staff development or a control group. After receiving staff development services, teachers in each of the treatment groups implemented curriculum compacting for one or two high ability students in their classrooms. A battery of pre/post achievement tests and a questionnaire regarding attitude toward learning were administered to identified students. Results indicated that the compacting issues of the Hong Kong Teachers' Association Journal of Education, "New Horizons," for the years 1992, 1993, and 1994. Issues contain articles on a variety of topics at all levels of education. Some articles are in English, some in Chinese. Topics include: compulsory education in Hong Kong and Guangzhou; implementation of 9-year compulsory education in mainland China, Taiwan, Hong Kong; centralization versus decentralization in curriculum development: Hong Kong and Macau; decentralization of basic education in China; early childhood educator training in Hong Kong; heredity and environment: implications for teaching; contextual prerequisites for understanding: comprehension and recall; achieving Effective School status through the School Management Initiative; Education Commission Report No. 5 and organization of teachers; influence of the School Management Initiative on secondary school policy formation; administration of Chinese language teaching; Chinese writing instruction; Kodaly Method and music teaching for handicapped children; secondary school science instruction; language use patterns in higher education; class newsletters; written feedback in writing instruction; oral English instruction; curriculum design and innovation; language teacher attitudes toward dialectal usage; English second language teaching; the whole language approach to teaching; mathematics instruction; enhancing critical thinking; Orff method of music instruction; classroom interaction of preschoolers with mental retardation; physical education; instructional quality in expanding higher education; values education; schoolchild suicide; teacher associations; home-school links; teaching careers; English teacher attitudes; academic standards; oral testing; and business education. (MSE)

ED 388 036 FL 023 196

Perez, Cassandra Leigh; Karr-Kidwell, PJ
Elementary Bilingual and ESL Education Programs and Their Effectiveness within Schools. A Descriptive Study, Teaching Methods, and Strategies.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; *Elementary School Curriculum; *English (Second Language); Limited English Speaking; Mainstreaming; *Parent Attitudes; Parent School Relationship; Questionnaires; Second Language Instruction; Spanish; Spanish Speaking; *Teacher Attitudes
IDENTIFIERS- *Texas

The purpose of this report was to collect a summary of information on instructional programs for bilingual students in Irving Independepent School District (Texas), so the parents of these students as well as staff members could evaluate the existing bilingual programs. The effectiveness of improving English-as-a-Second-Language skills for students, grades 1-5 at John Haley Elementary School (Texas) was also examined. The study measured the effectiveness of the programs using English- and Spanish-language parent and staff surveys and questionnaires that assessed the teaching methods and strategies used. Results suggest that 93.6% of parents agreed with the methodology used, while only 73.81% of teachers agreed with the methodology. It is concluded that the degree of effectiveness is in the eye of the beholder and that differences between parents and teachers could be connected to

NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Employer Employee Relationship; Foreign Countries; *Labor Force Development; *Literacy Education; Program Descriptions; Program Development; Program Implementation
IDENTIFIERS- *Canada; *Workplace Literacy

Presented in case study format, this report looks at different types of workplace literacy programs across Canada. It describes in some detail 10 particular work environments and the unique characteristics that have enabled each to offer quality worker education programs. Each case study provides information in these categories: profile (an abstract of the program), company background, human resources policy, program description, services and training delivered, decision making about the program, program impacts, barriers to implementation, policy influences, innovative program features, and advice to others. The following programs are described: Workplace Language Program, University of British Columbia; Workers' Education for Skills Training Program, City of Saskatoon Engineering Works Branch; A Workplace Learning Centre, The Calgary Herald; Workplace Education Program, Northwoodcare, A Halifax Nursing Care Facility; Learning Initiatives for Tomorrow, Newfoundland and Labrador Hydro; Workplace Education Program, Intertape Polymer Inc., Truro, Nova Scotia; Workers' Education Training Program, Atlas Graham Industries Co. Ltd.; Roofers' Educational Skills Training Program, Alberta Roofing Contractors Association; Workplace Education Program, Brunswick Mining and Smelting Corp. Ltd.; and Basic Education for Skills Training Program, Ottawa's Central Experimental Farm Region. The report concludes with a comparative section outlining some lessons to inform practice in the field. (YLB)

ED 387 596 CE 069 907

Tadros, Lori Connors
Participation in Adult Education and Its Effects on Home Literacy. Report No. 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Outcomes of Education; Parent Child Relationship; *Parent Influence; *Parent Participation; Participant Characteristics; *Predictor Variables; Preschool Children; Preschool Education; Reading Aloud to Others; *Reading Habits
IDENTIFIERS- *Family Literacy; Impact Studies; National Household Education Survey

Data regarding a subsample of 815 families surveyed in the 1991 National Household Education Survey were analyzed to identify factors related to parent participation in adult education (AE) and completion of AE courses and to determine the impact of participation in AE on selected indicators of home support for children's learning. The data were subjected to descriptive, bivariate, and multivariate analyses. It was discovered that parents' primary reasons for participating in AE were to improve their skills related to their current job or to prepare

ED 387 614 CE 069 974

Adult Learning, Currency and Subjectivity in PLA.
PUB DATE- Jun 94
NOTE- 25p.; For related documents, see CE 069 971-973.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; *Certification; College Credits; Conference Proceedings; *Experiential Learning; Nontraditional Students; *Prior Learning; *Student Evaluation
IDENTIFIERS- *Objectivity; *Subjectivity

This inaugural issue of the Journal of the National Institute on the Assessment of Experiential Learning begins with the article, "Semantic and Conceptual Ambiguities in Prior Learning Assessment" (Richard J. Hamilton). It is the basis for a session presented at the National Institute on the Assessment of Experiential Learning in June 1994. The article discusses issues important to both practitioners and theoreticians in the field of adult learning and its assessment, including the experiential learning movement, the relationship between experience and learning, arguments against the awarding of college credit for learning acquired off campus, and the strengths of prior learning assessment. The other two pieces are edited discussions that took place in the form of an electronic conference at the 1994 National Institute. "Currency in Prior Learning Assessment," edited by Rebecca C. Hull, considers how current a student's knowledge should be in the assessment of prior learning. "Subjectivity in Prior Learning Assessment," edited by Debra A. Dagavarian, provides responses to the issue of subjectivity and "checks and balances" that can be built into a prior learning assessment program to ensure objectivity. The first paper contains an 11-item bibliography. (YLB)

ED 387 615 CE 069 977

Holloway, Steven R.
The Metropolitan Contingency of the Male Youth Central-City Employment Disadvantage. Working Paper Series WP-018.
PUB DATE- Aug 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Inner City; *Labor Market; Labor Needs; *Males; Minority Groups; Suburbs; Unemployment; Urban Demography; *Youth Employment

A study examined employment probabilities for a sample of out-of-school black and white male youths living in 35 large metropolitan areas to investigate the metropolitan contingency of the spatial mismatch effect. Individual-level data were drawn from the 1.0 percent (B) sample of the 1990 Public Use Microdata Sample (U.S. Bureau of the Census 1993). Logistic regression analysis centered around three questions: (1) whether living in central-city neighborhoods affects employment probabilities; (2) if so, whether the effect varies between metropolitan areas; and (3) what factors accounted for observed inter-metropolitan variability in the central-city employment effect. The study supported the generalization that central-city youths were less likely to be employed than suburban youths, even when relevant individual- and family-level factors

Oriented Programs; Computers; Economics; Employment Potential; High Schools; *Job Skills; *Office Automation; *Office Management; Office Occupations Education; Personnel Management; Postsecondary Education; Records Management; Small Businesses; Supervision; Teamwork; *Tech Prep

This publication contains 18 subjects appropriate for use in a competency list for the occupation of office management specialist, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 18 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; computer operations; operating systems; small business management; and supervision. (YLB)

ED 387 634 CE 070 008

Paralegal.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 54p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; Computer Oriented Programs; Computers; Economics; Employment Potential; High Schools; *Job Skills; *Legal Assistants; Legal Education (Professions); *Office Automation; Office Occupations Education; *Office Practice; Postsecondary Education; Small Businesses; Supervision; Teamwork; *Tech Prep
IDENTIFIERS- *Business Law

This publication contains 17 subjects appropriate for use in a competency list for the occupation of paralegal, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 17 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; business law; legal office procedures; and supervision. (YLB)

ED 387 635 CE 070 009

Management Information Specialist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 66p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Needs; *Educational Opportunities; Educational Policy; Educational Trends; Employment Qualifications; *Equal Education; Foreign Countries; Labor Market; Labor Needs; Participant Characteristics; Policy Formation; Postsecondary Education; Public Policy; Role of Education; Secondary Education; Sex Differences; Synthesis; Trend Analysis; *Vocational Education; *Womens Education
IDENTIFIERS- Organisation for Economic Cooperation Development

Changes in the vocational and technical education (VTE) opportunities available for women in Organisation for Economic Cooperation Development (OECD) member countries in response to changing labor markets and job skill requirements were discussed at a June 1994 meeting of experts. The discussions focused on the following issues: gender differences in pathways in VTE; labor market/skill requirement trends; and developments in VTE structures, their implication, and opportunities for women. VTE policy discussions and activities in OECD countries over the past decades were determined to have been aimed primarily at increasing the participation of girls in technical courses. Although those policies/activities have yielded insight into the barriers that have excluded girls from VTE courses, their impact has remained limited. Although all VTE sectors and courses are "open" to both girls and boys, the following factors have in fact prevented girls and women from participating in VTE: historically constructed images of occupations suitable for each gender, gender-linked expectations and life patterns, actual discrimination, and more subtle exclusion mechanisms in the culture of workplaces and classrooms. The need to conduct VTE policy discussions from a gender perspective was emphasized. (Contains 17 references.) (MN)

ED 387 653 CE 070 032

The Changing Role of Vocational and Technical Education and Training (VOTEC). Linkages in Vocational-Technical Education and Training: Synthesis of Discussions. Note by the Secretariat.
PUB DATE- 94
NOTE- 15p.; Information report presented at a Meeting of the Organisation for Economic Cooperation and Development (Paris, France, November 28-30, 1994). Report of a OECD and U.S. Department of Education Policy Seminar on Linkages in Vocational-Technical Education and Training (Phoenix, AZ, March 19-22, 1991). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Change Strategies; Coordination; Dropout Prevention; Educational Change; *Educational Cooperation; Educational Needs; Educational Policy; Educational Practices; Educational Trends; Foreign Countries; International Educational Exchange; Postsecondary Education; Role of Education; *School Business Relationship; Secondary Education; Seminars; Synthesis; Trend Analysis; *Vocational Education
IDENTIFIERS- Organisation for Economic Cooperation Development

More than 80 delegates representing 17 Organisation for Economic Cooperation Development (OECD) member countries participated in of numeracy instruction into adult literacy programs will require increased funding and staff development, infusion of mathematical training into specialized adult literacy programs, and reexamination of student assessment/placement and data reporting procedures. Efforts to upgrade teachers' numeracy teaching skills and systematic research on numeracy instruction techniques and workplace numeracy requirements were recommended. (MN)

ED 387 671   CE 070 071

Paris, Scott; Parecki, Andrea
Metacognitive Aspects of Adult Literacy. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 363 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; Children; Comparative Analysis; Evaluation Methods; *Integrated Curriculum; *Literacy Education; Literature Reviews; *Metacognition; Reading Skills; *Self Evaluation (Individuals); Skill Development; Student Evaluation; *Teaching Methods

Research on metacognition and literacy development in children and adults that was conducted during the past 15 years was reviewed to determine how metacognition can be applied to instructional approaches for adult literacy and how assessment methods may need to be modified if metacognition is to be applied successfully. Among the key findings of the review were the following: metacognitive approaches to literacy training use the prior beliefs that learners bring to the study of a given text/situation and encourage self-appraisal and self-management; literacy definitions and instruction have been moving away from narrow skills-based models and toward the more comprehensive kinds of thinking and motivational beliefs that adult learners bring to literacy activities; and instructional approaches for adult literacy, such as whole language and family literacy, can easily incorporate metacognitive concepts. Interviews, surveys, portfolios, and think-aloud techniques were recommended as possible ways of providing more information about how adult learners use metacognition than is provided by conventional assessment methods. The following strategies were suggested to promote metacognition in literacy instruction: make individuals' needs and abilities the first priority, give individuals opportunities to take control of their own reading and writing, and continually challenge individuals. (MN)

ED 387 672   CE 070 072

Turner, Terilyn C.
Literacy and Machines: An Overview of the Use of Technology in Adult Literacy Programs. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 356 408.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Uses in Education; Educational Practices; *Educational

Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Laboratory Technology; Legal Responsibility; Malpractice; Medical Evaluation; *Medical Laboratory Assistants; Medical Services; Medical Vocabulary; Microbiology; Negligence; Nutrition; Pathology; Patient Education; Pharmacology; Physiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of medical laboratory technician, lists technical competencies and competency builders for 18 units pertinent to the health technologies cluster in general and 8 units specific to the occupation of medical laboratory technician. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; basic pharmacology; patient education; and laboratory tests and diagnostic procedures. The 8 units specific to the occupation of medical laboratory technician list a total of 88 competencies in the following areas: clinical chemistry; immunohematology; immunology and serology; bacteriology; parasitology; urinalysis; hematology; and phlebotomy. (MN)

ED 387 690 CE 070 094

Histotechnologist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 56p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; *Medical Technologists; Medical Vocabulary; Negligence; Pathology; Physiology; Recordkeeping; Risk Management; Safety; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Histology; Phlebotomy

This document, which is designed for use in developing a tech prep competency profile for the occupation of histotechnologist, lists technical competencies and competency builders for 13 units pertinent to the health technologies cluster in general as well as those specific to the areas of histology and phlebotomy. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *At Risk Persons; Family Counseling; High Risk Students; High Schools; Interviews; Outcomes of Education; *Outcomes of Treatment; Small Schools; *Student Attitudes; *Teacher Student Relationship

As American schools struggle to meet the needs of an increasingly disenfranchised adolescent population, many models of restructuring are tried. This study explores one school for at-risk students wherein teachers worked weekly with a therapist. Positive student outcomes garnered through this educational and therapeutic process are examined. An anonymous survey was administered to 15 students addressing: (1) curriculum; (2) policies; (3) teacher attitude; and (4) quality of relationships between students and teachers. A second survey was administered to four staff members and a school consultant addressing: (1) teacher attitudes; and (2) school and district support of teachers, school policies, and parent involvement. Attitudes indicated that the process was helpful for assuring that teachers were prepared to address the varied academic and affective needs of the student body. Results of the survey were discussed with volunteers from each group. Participants gained an understanding of an "ideal" school as a result of these discussions. An appendix providing the results of ths Student Belief Survey is provided. Contains eight references. (Author/SR)

ED 387 708 CG 025 950

Impara, James C.
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Evaluation; Counselor Evaluation; Elementary Secondary Education; *Evaluation; *Evaluation Research; *Information Skills; Principals; Professional Associations; Professional Development; Self Evaluation (Individuals); *Standards; Teacher Evaluation
IDENTIFIERS- ERIC Digests

Many educational professionals have some knowledge of assessment practices, ranging from principles of test development and use to the practices associated with the use and interpretation of standardized and teacher-made tests. The skill levels associated with many important student assessment principles are, however, not consistent with the Standards adopted by professional organizations. Various standards that have been developed and endorsed by professional associations in education are important documents and they provide excellent guides for the professional development of educators who work with assessment issues on a regular basis. Assessment skills and knowledge of counselors, principals, and teachers are lacking in some important areas while in other important areas these educational professionals are highly skilled and knowledgeable. Contains 11 references. (JBJ)

ED 387 709 CG 025 951

boys and girls place specific boundaries when considering occupational choices. This study investigated 136 students in the 4th, 5th, and 6th grades for occupational sex-role stereotyping. Independent variables investigated were: gender, grade level, job status of the mother, family structure, formal education of the father, formal education of the mother, ethnic group, self-reported grades, and size of school. The dependent variable was occupational sex-stereotyping scores. The results of the study appeared to support the generalization that students of non-white ethnic groups exhibit occupational sex-role stereotyping more than white students. In addition, the results indicate that none of the following are associated with occupational sex-role stereotyping: gender of the students; grade level of the students; job status of the mothers of the students; family structure in which the students live; formal education of the fathers and mothers of students; self-reported grades of the students; and the size of school attended by the students. Recommendations are made that the study be replicated using the following: (1) a large random sample; (2) additional independent variables; (3) a different instrument; (4) other grade levels; and (5) other geographical locations. Contains 30 references and 9 tables. (KW)

ED 387 728   CG 026 448

Razza, Carol
Improving, through Participation in Workshops, Parents
  Demonstration of Play-Skills within the Family.
PUB DATE- 9 Feb 95
NOTE- 52p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Science Research; Behavior Change;
  Behavior Patterns; Child Rearing; Children; Communication
  (Thought Transfer); Communication Problems; *Family Counseling;
  Family Involvement; Family Problems; Family Structure; Group
  Counseling; Group Dynamics; Interpersonal Communication;
  *Parent Child Relationship; *Parent Education; *Parenting
  Skills; *Play; Positive Reinforcement

This practicum was designed to increase parent awareness of the importance of family play interaction and to foster parents' ability to demonstrate these playskills as a couple and within the family. Questionnaires and personal interviews confirmed the need for more information on the importance of play and of age-appropriate play skills. A workshop was developed to enable parents to accomplish four goals: (1) to recognize their misunderstandings about play; (2) to teach the importance of both couple and family play; (3) to help participants understand the reasons for their lack of playful behavior; and (4) to inform parents about age-appropriate play. Small and large group sharing, personal family interviews, and literature dissemination were also used to assure a complete knowledge base. Analysis of the data gathered and observation of the families indicated that the parents increased in both knowledge and demonstration. There was an increase of two or more points on all playfulness questions, indicating an overall better understanding of the benefits of playful behavior in the family. Communication with families proved to be a positive factor in increasing family cohesiveness. Four appendices contain survey instruments and an observational checklist. (Author/KW)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Alcoholism; Curriculum; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Substance Abuse; *Teacher Education
IDENTIFIERS- California State University Hayward

In the fall of 1991, the Western Regional Center for Drug-Free Schools and communities published "Alcohol and Other Drug Prevention: An Overview for Educators." This model course outline was designed to assist institutes of higher education in offering preservice and continuing education courses for teachers and other educational personnel. This report describes the experiences and perceptions of the instructor and class participants at the California State University, Hayward (CSUH), who used the model course materials as well as documents the reasons and circumstances that impeded its implementation at the University of the Pacific (UOP) and John F. Kennedy University (JFK). Findings in eight areas are reported: (1) CSUH piloted the model course, and UOP and JFK reviewed it; (2) Teachers considered the content of the model course important to their professional development while nurses and counselors considered it to be a review; (3) Class participants identified particularly helpful content areas; (4) Model course content was too repetitive; (5) There were gaps in format and content of model course; (6) Class participants found format disjointed while the instructor found it easy to follow; (7) General concerns about the course were identified; and (8) Useful course aspects were listed. Three appendixes contain interview protocols. (JBJ)

ED 387 748 CG 026 528

Johnson, Wanda
Development of a Family Resource Directory for Employees of a Small Business.
PUB DATE- 95
NOTE- 48p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Careers; *Directories; *Employee Assistance Programs; Employer Attitudes; Employer Employee Relationship; Employment; Family Life; *Family Work Relationship; Fringe Benefits; Labor Relations; Work Environment

Driven by a competitive environment with other employers to maintain a quality workforce, businesses are increasingly becoming aware of the necessity to assist employees with programs and services regarding family needs. Unfortunately, most small to medium size companies are either ignorant of the necessity for family friendly services or lack the financial resources for providing such programs. A cost effective family oriented resource directory for the employees of a small business was designed and implemented. A post-distribution survey suggests employee satisfaction with a company initiated family oriented program, but future success and effectiveness will require continuous improvement and measurement. Appendixes contain the employee interest and needs survey, the proposed implementation plan, and the directory distribution survey. Contains 33 references. (Author/JBJ) male participants; and (3) no association exists between reading attitude and socioeconomic status, English as a Second Language, self-esteem, cognitive ability, or family structure. Extensive appendixes include all materials used to conduct the study. Contains 28 references. (JBJ)

ED 387 767 CG 026 578

Storm, Heidi A.; Ridley-Johnson, Robyn
Maternal Separation Anxiety and Child Care: Effects on Maternal Behavior.
PUB DATE- Aug 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; Attachment Behavior; Behavior; Day Care Centers; Emotional Response; Employed Parents; *Mother Attitudes; Mothers; *Parent Child Relationship; Parent Role; *Separation Anxiety; Young Children

Maternal separation anxiety influences maternal behavior, attitudes about employment, and employment decisions made by mothers. This study examined the relationship between maternal separation anxiety and the number of hours a child was in substitute care. The sample consisted of 44 mothers and their children who ranged in age from 12 to 41 months from 2 urban child care centers. It was expected that maternal separation anxiety and employment related variables would be associated with the type and frequency of behaviors that a mother displayed when interacting with her child at separation and reunion. Results demonstrated relationships between maternal separation anxiety and maternal behavior at reunion. Mothers reporting high separation anxiety and who utilized child care on a less than full-time basis displayed more frequent physically and verbally affectionate behaviors with their children as compared to high anxious/full-time child care mothers. These results suggest that situational and dispositional variables may combine to influence maternal behavior at reunion with the child. The relationships between self-reported maternal separation anxiety and maternal behavior at reunion demonstrated in this study support the validity of the maternal separation anxiety construct. (JBJ)

ED 387 768 CG 026 580

Kim, Sue H.; Sedlacek, William E.
Gender Differences among Incoming African American Freshmen on Academic and Social Expectations. Research Report #7-94.
PUB DATE- 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Black Achievement; *Black Students; *College Environment; *College Freshmen; *Expectation; Higher Education; School Holding Power; Sex Differences; Socialization; *Student College Relationship
IDENTIFIERS- African Americans; *Noncognitive Attributes

the model. (RS)

ED 387 788 CS 012 282

Israel, Elfie
Developing High School Students' Creativity by Teaching Them To Take Risks and Defer Judgment.
PUB DATE- 95
NOTE- 102p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Cooperative Learning; *Creative Activities; *Creative Development; *Creative Thinking; *Creativity; High Schools; *High School Students; Portfolio Assessment; *Thinking Skills
IDENTIFIERS- Diversity (Student)

A practicum was designed to help high school students become more creative by encouraging them to be audacious, divergent thinkers capable of entertaining several contradictory ideas simultaneously. Tolerating paradox and ambiguity are vital components in developing creativity. These goals were achieved by developing a nurturing, caring, accepting atmosphere in the classroom, by celebrating differences, by encouraging eccentricity and diversity, by brainstorming, and by the teaching of peer evaluations. Students' work was evaluated in nontraditional ways. Instead of grading all work, portfolio assessment stressing processes as well as product, self-evaluation, and peer response/reaction were the evaluation tools. Students' perception of and definition of creativity deepened and expanded to include all human pursuits, not simply the arts. (Contains 34 references, and 1 table and 1 figure of data. Appendixes present survey instruments, rubrics, and data.) (Author/RS)

ED 387 789 CS 012 286

Blum, Irene H.; And Others
Using Audiotaped Books To Extend Classroom Literacy Instruction into the Homes of Second-Language Learners. Reading Research Report No. 39.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; English (Second Language); Grade 1; *Home Study; Limited English Speaking; *Oral Reading; Primary Education; *Reading Improvement; Reading Research; *Second Language Learning; *Talking Books
IDENTIFIERS- District of Columbia; *Reading Behavior; Reading Fluency; *Repeated Readings

A study investigated whether home-based repeated reading with an audio model was a significant supplement to the literacy instructional program of second-language learners. Beginning first-grade readers who spoke English as a Second Language benefit from having daily access to repeated reading in their home environment. To provide this access, books that had been shared in school were given to students for daily home use. After home rereading routines were established, students were then given a tape recorder and audiotapes to accompany these

Players at Howard University (Washington, D.C.) in the 1920s important because of its implicit commentary on what constitutes community. While the Howard Players are generally written about in terms of the development of an African-American theater, historians ought also to think of their work as being linked to a national movement, that is community drama, as theorized and enacted by such figures as Percy Mackaye and W. E. B. DuBois. Two important figures in the developments at Howard, Montgomery Gregory and Alain Locke, worked for a theatrical enterprise that was intended to establish "a common ground where the architect, the painter, the musician, the dancer, the actor and the social worker shall construct plays that shall be things of beauty." Howard's theater curriculum was among the first credit-bearing drama programs offered by an American university, and it tried to cast itself as conciliatory among the differing viewpoints on the meaning of nation and culture. One consequence of theatrical workshops and programs at Howard was the introduction into theater of a generation of African-American women writers. And drama courses did not meet with the same resistance as courses in African history did. Broadly speaking, the Howard Players project was radical because it tried to reconfigure assumptions of a national culture and community which through history had included the African-American only as a shadow self. (Contains 21 references.) (TB)

ED 387 809 CS 215 072

Blalock, Susan E.
Singing the Song of Ourselves: Projecting the Centrality of Writing Centers through Re-searching our Records.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *Computer Networks; Data Interpretation; Higher Education; *Recordkeeping; Tutorial Programs; Writing Evaluation; Writing Instruction; *Writing Laboratories; Writing Research
IDENTIFIERS- *Technology Integration; *University of Alaska

Keeping writing center records is perhaps the director's most dreaded chore, and it is often seen as a negative duty detracting from the more important business of helping tutors and student clients. However, research data that computers now make almost instantly available reveals surprisingly positive results and ways of presenting those results to the university at large. Simply put, record keeping allows writing centers to demonstrate their centrality. At the University of Alaska, in addition to the main writing center located within the English department, a satellite center is operated in rural student services, primarily for native students. After researching her computer records, for instance, one director discovered that her supposition that the center had made only slight advances into the Alaskan native student population, a targeted risk group for retention, was completely false. She had interpreted the relatively low numbers of natives visiting the center as bad news, when, in fact, native students were using the writing center at a much higher percentage rate than the student body as a whole. Record keeping on computers also offers other

ED 387 827   CS 215 096

Auman, Ann E.; Cook, Betsy B.
Preparing Students To Work on Newspaper Copy Desks: Are Educators Meeting Editors' Expectations?
PUB DATE- 9 Aug 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Editing; Higher Education; *Job Skills; *Journalism Education; Language Usage; Mass Media; *Newspapers; Occupational Surveys; Questionnaires; Writing Instruction
IDENTIFIERS- *Professional Concerns; Teacher Surveys

A study surveyed two groups in the fall of 1994, journalism educators and newspaper editors. Educators completed a survey regarding the course content and skill areas emphasized in beginning level copy editing courses, while editors were asked to respond to questions regarding the skills they expect entry-level copy editors to have. Respondents included 164 newspaper editors and 160 educators. As expected, editors and educators appeared to agree that working with words is the most important skill that entry-level copy editors should have. In particular, grammar, spelling and punctuation were ranked first in importance among the 26 skill areas listed. In the anecdotal sections of the survey both editors and educators complained about students' language skills: "The most frustrating aspects I've noticed of the new copy editors I've hired are the deficiencies in spelling and basic grammar skills," one editor wrote. "I always make sure the person I hire knows the difference between its and it's--and that can greatly limit my choices." Most educators and editors ranked technology relatively low on the scale of important skills, though editors ranked it somewhat more highly than educators. Areas that editors ranked more highly than educators were: (1) working with wire copy; (2) writing cutlines; (3) editing specific sections; (4) knowing newsroom procedures and organization; (5) understanding the mechanics of computer editing; (6) working with software graphics; (7) understanding numbers; (8) having general knowledge; (9) editing computer photos; (10) and knowing how to use color. (Includes nine notes and five tables of data.) (TB)

ED 387 828   CS 215 101

James, Darlene K.
Developing Authentic, Performance-Based Assessment Tools for Eighth Graders To Document Language Arts Achievement.
PUB DATE- 95
NOTE- 117p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; *Grade 8; Junior High Schools; *Language Arts; *Portfolio Assessment; *Portfolios (Background Materials); *Student Evaluation; Teacher Role
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

This practicum was designed to develop performance-based assessment tools to document language arts achievement for use

references, and 4 tables of data.) (Author/RS)

ED 387 847 CS 509 060

Boggs, Cathy; Wiemann, John M.
The Role of Gender and Communicative Competence in University Students' Evaluations of Their Teaching Assistants.
PUB DATE- Nov 94
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Sex Bias; Sex Differences; Sex Stereotypes; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; *Teaching Assistants
IDENTIFIERS- *Communication Competencies; Gender Issues

A study examined the influence of gender upon students' responses to teachers' communication in the classroom by looking at 220 university students' evaluations of teaching assistants' (TAs) communicative competence, effectiveness, and appropriateness, and their satisfaction in communicating with teaching assistants of both genders. Not surprisingly, students ranked best and worst TAs as significantly different from each other in terms of overall communicative competence and in measures of specific competence dimensions of empathy, affiliation and support, behavioral flexibility, and interaction management. No significant gender differences were found for communicative competence ratings of men and women TAs within the best and worst categories. Women students tended to be harsher judges of TAs' communicative competency than men students. This finding, combined with findings that women were significantly less likely than men to be chosen as best TA and significantly more likely to be selected as worst TA, indicate the possible presence of subtle gender biases in the teaching evaluation process. (Contains 5 tables of data and 61 references.) (Author)

ED 387 848 CS 509 061

Boggs, Cathy
Identifying Gender Bias in Teaching Evaluations: Insights Offered by Communication Research.
PUB DATE- 28 May 95
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Faculty; *Communication Research; Higher Education; *Instructional Effectiveness; *Sex Bias; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Student Relationship
IDENTIFIERS- Gender Issues; Research Suggestions

This paper examines insights offered by communication research that may be valuable to researchers looking for evidence of gender bias affecting student ratings of their college professors' teaching effectiveness. The paper offers an

Education Reform.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Access to Education; *Competency Based Education; Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Performance; Program Implementation; *Student Evaluation

Standards-based reform calls for the setting of challenging standards in academic subject areas as an important means of improving student achievement. In 1994, Congress passed the Goals 2000: Educate America Act, which enacted the education goals into law and provided resources for the development of standards and assessments. This report offers recommendations for the implementation of standards-based reform and outlines possible consequences for policy changes. It summarizes both the vision and intentions of standards-based reform and the arguments of its critics. Recommendations regarding the following elements in a system of standards and assessments are offered: content standards, performance standards, opportunity-to-learn standards, and assessments. The report advocates a cautious, "learn-as-you-go" approach to implementing standards-based education reform. Suggestions include: (1) conduct ongoing research on standards-based education; (2) establish a national or quasi-national organization to inform standards-based efforts across disciplines and states; and (3) address systemic inequities. A glossary of terms is included. (LMI)

ED 387 868 EA 027 056

Shouse, Roger C.
Academic Press and School Sense of Community: Sources of Friction, Prospects for Synthesis.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; Human Capital; National Surveys; Socioeconomic Influences

Schools often face a conflict between placing an emphasis on the pursuit of academic excellence (academic press) and creating a positive school community. This paper examines the separate and joint achievement effects of both academic press and communality across a sample of American public and private high schools. The hypothesis holds that when academic press is weak, efforts to strengthen school sense of community may actually constrain student achievement, especially among low-socioeconomic (SES) schools. Indices of academic press and communality were used to analyze data from a subsample of the National Education Longitudinal Study (NELS): 88 First Follow-Up Survey. The final subsample included an average of 20 students and 11 teachers across each of the 398 schools. The

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; Community Programs; *Cost Effectiveness; *Costs; Elementary Secondary Education; Evaluation Criteria; *Investment; Measurement Techniques; Program Evaluation; *Public Service; Volunteers
IDENTIFIERS- *AmeriCorps; *Washington

AmeriCorps is a national initiative that involves citizens in strengthening America's communities through community service. This document presents findings of a cost-benefit analysis of two AmeriCorps programs in Washington State--the Hoquiam Project and the Lake Chelan Project. In calculating annual costs, the study included both federal dollars invested and matched funds contributed by grantees. Costs occur locally in three major categories--participant support, staff costs, and operational costs. Benefits were divided into two types--those provided to the community, and those provided to AmeriCorps members. Findings indicate that the average benefit-and-cost ratios across the two projects were 2.4-to-1 at a 2 percent discount rate and 1.8-to-1 at a 5 percent discount rate. In other words, for every dollar (federal and matched) spent on the AmeriCorps projects, $2.40 could be expected in return at a 2 percent discount rate, and $1.80 at a 5 percent rate. Although many of the benefits could not be measured in dollars, the monetary benefits substantially exceeded costs. Further funding of the projects is recommended. However, other evaluation strategies should be used to evaluate AmeriCorps projects, including case studies, formative evaluations, and summative evaluations. Seven tables are included. The appendix explains calculation procedures. (Contains 11 references.) (LMI)

ED 387 887 EA 027 081

Schroth, Gwen; Dixon, Jean
The Effects of Block Scheduling on Seventh Grade Math Students.
PUB DATE- Sep 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Hypothesis Testing; Intermediate Grades; Junior High Schools; *Mathematics Achievement; *Mathematics Instruction; *School Schedules; Scores; Standardized Tests; *Time Factors (Learning)
IDENTIFIERS- *Block Scheduling

In an effort to spend time resources more wisely, many schools have turned to block scheduling, in which classes are taught in longer periods. The school year is adjusted by dividing it into 30-; 45-; 60-; or 90-day periods. This paper presents findings of a study that investigated the effects of block scheduling on seventh-grade mathematics students in two Texas middle schools. School 1 followed a traditional 50-minute class schedule and school 2, in its first year of block scheduling, higher achieving students used a 90-minute, alternative-days schedule. Lower achieving students in school 2 attended math class for 90 minutes every day. Methodology included a comparison of the two schools' Texas Assessment of Academic Skills (TAAS) scores for 1994 and 1995. A practice TAAS test was also administered to students during the first semester and again at the year's end. Analysis of variance was used to determine the differences in mean scores. The test scores of lower achieving students who attended math classes more frequently and for longer periods of time were not significantly higher than those of low-achieving students in the traditional 50-minute, daily classes. The study discusses the implications of downsizing for educational administrators. Various leadership theories, particularly the theory of situational leadership, have been developed that emphasize the need for flexible organizational leadership. Demands placed on school leaders have stretched that flexibility to the limit. The downsizing of educational administration raises the following questions: (1) Who will provide leadership and make decisions if a vacuum of leadership is created? and (2) How can building-level administrators, who become increasingly involved in bureaucratic operations, continue to meet the needs of students and teachers? The paper argues that the reduction-in-force of administrators is a short-sighted solution for meeting schools' complex needs and that it discourages educational leaders from practicing effective leadership. (LMI)

ED 387 906 EA 027 102

Wessely, Michael
Senior Volunteers: Helping Hands & Willing Workers.
PUB DATE- Oct 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Child Advocacy; Community Programs; Elementary Secondary Education; *Intergenerational Programs; *Older Adults; *Public Service; *School Support; *Volunteers

Volunteers and other community-based assistants can relieve some of the financial burden brought on by school-budget cutbacks. This publication describes how enlisting the help of senior volunteers and workers benefits both children and seniors, and it presents some guidelines for implementation of intergeneration programs. The programs provide the following benefits: (1) increased chances of senior support for school-funding measures; (2) a greater likelihood of senior participation in child-advocacy efforts outside the school; (3) increased student self-esteem; (4) an expanded curriculum and supply of expertise; and (5) the promotion of intergenerational understanding. Guidelines for getting started include: define needs, recruit and train volunteers, recognize contributions, seek outside funding, and evaluate the program. Six models of intergenerational programs are briefly discussed--traditional, tutor/mentor, bidirectional tutor, skills building, early intervention, and exceptional children. Tax-incentive programs implemented in some Colorado school districts are described, in which older property owners are given a break on their taxes in exchange for their help in the schools. The final section contains an interview with Fernando Torres-Gil, Assistant Secretary for Aging, in which he describes the role of his agency (the Administration on Aging) in establishing and conducting intergenerational programs. A sidebar contains information on the Building Bridges program, which involves elementary schools and nursing homes. (LMI)

ED 387 907 EA 027 103

Clarke, Robert
Outcomes Based Education--Implications and Innovations.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

partnerships with the Bureau of Justice Assistance. William Modzelksi, Director of Safe and Drug Free Schools and Communities Program, U.S. Department of Education, described the future of that program. Information on Minnesota's Plan, Unlearning Violence, is included, as well as highlights of the state goals developed during the action planning session. A list of contact organizations is included. A sidebar contains information on the Gun-Free School Act of 1994. (LMI)

ED 387 925 EA 027 122

Newmann, Fred M.; Wehlage, Gary G.
Successful School Restructuring: A Report to the Public and Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Improvement; Educational Quality; *Effective Schools Research; Elementary Secondary Education; *Instructional Effectiveness; *Organizational Climate; Performance; *School Effectiveness; *School Restructuring; School Support

Since the late 1980s, education reformers in the United States have emphasized "restructuring" of schools. This book synthesizes 5 years of research conducted by the Center on Organization and Restructuring of Schools (CORS). From 1990 to 1995, the center analyzed data from the following sources: (1) the School Restructuring Study (SRS), an examination of 24 significantly restructured schools; (2) the National Educational Longitudinal Study of 1988 (NELS: 88), a nationally representative sample of over 10,000 students from grades 8 through 12; (3) the Study of Chicago School Reform, an analysis of survey data from 8,000 teachers and principals in 400 elementary and 40 high schools from 1990-94; and (4) the Longitudinal Study of School Restructuring, 4-year case studies of 8 schools. A conclusion is that the recent education reform movement gives too much attention to changes in school organization that do not directly address the quality of student learning. Student learning can meet high standards if educators and the public give students three kinds of support--teachers who practice authentic pedagogy, schools that strengthen professional community, and supportive external agencies and parents. The following structural conditions can enhance the professional community needed to promote learning of high intellectual quality--shared governance, independent work structures, staff development, deregulation, small school size, and parent involvement. Seven figures and 5 boxes are included. The appendix contains the Center's mission and lists members of its staff and national advisory panel. (Contains 30 references.) (LMI)

ED 387 926 EA 027 123

Wehlage, Gary G.; Stone, Calvin R.
School-Based Student Support Services: Community and Bureaucracy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 33p.

into the everyday life of the classrooms. All three principles must be interwoven to create active learning environments for at-risk students. One table is included. (Contains 16 references.) (LMI)

ED 387 944 EA 027 144

Bass, Bernard M., Ed.; Avolio, Bruce J., Ed.
Improving Organizational Effectiveness through Transformational Leadership.
PUB DATE- 94
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Human Resources; Informal Leadership; *Leadership; *Leadership Qualities; *Leadership Styles; Management Teams; Organizational Communication; *Organizational Development; *Organizational Effectiveness; Organizational Theories; Total Quality Management
IDENTIFIERS- *Transformational Leadership

This book shows how transformational leadership is expected to contribute to an organization's efforts to improve its operations and the best use of its human resources. The concepts of transactional and transformational leadership are introduced within the framework of a full-range model of leadership. This model is applied to research, development, and training that have already appeared. Following the introduction, chapter 2 explores the process of delegation used to develop subordinates. Chapter 3 shows how transformational leadership can also be observed in organizations as indirect, bottom up, and horizontal. The fourth chapter presents a set of principles for how teams and small groups in general develop and function effectively. Chapter 5 examines how transformationally led multifunctional teams (MFTs) develop cooperation between different functions of the organization to speed the cycles of product and process innovation and renewal. The sixth chapter merges the model of the Four I's of transformational leadership--individualized consideration, intellectual stimulation, inspirational leadership, and idealized influence--with a model of team and organizational decision making. Chapter 7 integrates the concepts of total quality management (TQM) and the full range of leadership to offer a more comprehensive model for designing and running optimally effective organizations. The eighth chapter describes the types of change efforts undertaken by multinational companies and suggests innovative change and change-evaluation strategies. Innovations in human-resource practices important to the success of corporate reorganization are described in the ninth chapter. The final chapter highlights the central points of the preceding chapters and integrates the core ideas covered in each chapter. References accompany each chapter. Six tables, 12 figures, and subject and author indexes are included. Appendices contain techniques for reduction in force. (LMI)

ED 387 945 EA 027 145

Powell, Gary N.
Women & Men in Management. Second Edition.
PUB DATE- 93
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

*Inclusive Schools; Information Networks; Mainstreaming; Peer Relationship; *Program Implementation; Pupil Personnel Services; Regular and Special Education Relationship; Social Integration; *Special Education Teachers; Staff Role; *Teacher Role

IDENTIFIERS- *Inclusion Facilitators; *New Hampshire; Teacher Collaboration

This guide for inclusion facilitators was developed as part of New Hampshire's Inclusion Facilitators Support Network, created as an activity of the New Hampshire Statewide Systems Change Project. The Network provides a forum for Inclusion Facilitators to meet, share ideas and strategies, and discuss the latest innovations in inclusive education. The Statewide Systems Change Project was designed to increase the capacity of school districts to include students with severe disabilities in regular education classrooms and neighborhood schools. An introduction reviews the trend toward more inclusive schools and considers the role of special educators as inclusion facilitators. The next sections consider aspects of the inclusion facilitator's role and recommend specific strategies in the areas of: (1) advocacy; (2) family involvement; (3) facilitation of peer supports and friendships; (4) curriculum modification; (5) collaboration; and (6) coordination of supports. Appendices provide: a checklist to evaluate a school's or school district's practices and philosophy regarding inclusion, one parent's ideas concerning the ideal individualized education program meeting, a flow chart of curriculum modification and student supports, and a list of suggested resources for curriculum modification and classroom strategies. (Contains 35 references.) (DB)

ED 387 963 EC 304 317

Tashie, Carol; And Others
From Special to Regular, from Ordinary to Extraordinary.
SPONS. AGENCY- New Hampshire State Dept. of Education, Concord.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 117p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Change Strategies; *Classroom Techniques; Delivery Systems; *Disabilities; Educational Principles; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Pupil Personnel Services; School Districts; Social Integration; State Programs; Statewide Planning; Systems Approach; *Teaching Methods; Technical Assistance; Transitional Programs
IDENTIFIERS- *New Hampshire

The 5-year New Hampshire Statewide Systems Change Project has provided training and technical assistance to educators, families, and communities to effectively implement the full inclusion of students with disabilities in New Hampshire schools and communities. This guide was developed to disseminate successful strategies for starting the process of inclusion, meeting challenges along the way, and planning for success. Section 1 deals with practices at the school and district levels. It summarizes the benefits of inclusive education for both disabled and nondisabled students, teachers, four panels from a 1994 summit on the nation's responsibility in relation to individuals with learning disabilities. Each panel examined issues of research, public policy and legislation, good practices, and consumer interest within its area of concentration. The first panel was on education, and major participants included Richard W. Riley, Stevan J. Kukic, Beneta A. Blachman, Jack M. Fletcher, Edwin W. Martin, Barbara K. Keogh, Louisa Cook Moats, Pasquale Accardo, Patricia Glatz, James M. Jeffords, Joseph P. Shapiro, and Doug Carnine. The second panel, focusing on labor issues, included Donna E. Shalala, Carol Jenkins, Noel Gregg, Susan A. Vogel, Marcia B. Reback, Augusta Souza Kappner, Gary Beasley, Neil Sturomski, Delos R. Smith, Richard C. Strauss, and Paul J. Gerber. Participants in the third panel, on justice, were: Janet Reno, Judy Woodruff, Dorothy Crawford, Eugene Maguin, Judith E. Heumann, John L. Wodatch, Carolyn R. Eggleston, Thomas P. McGee, G. Emerson Dickman, Philip T. Purpura, Dennis Kelly, and Mark J. Griffin. The fourth panel, on health and human services, included Drake D. Duane, Sally E. Shaywitz, Duane Alexander, Bobby Silverstein, Rhoda Schulzinger, Helen Taylor, Bob Williams, Glenn Young, Shelley Mosley Stanzel, Hugh L. Carey, and Melinda Parrill. (DB)

ED 387 982 EC 304 336

Matthew, Maureen
Creating the Vision: Feasibility Study for a Centre on Disabilities, University of Regina.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).; Saskatchewan Labour, Regina. Disabilities Directorate.
PUB DATE- Aug 95
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Community Programs; *Continuing Education Centers; *Cooperative Programs; *Disabilities; Elementary Secondary Education; Feasibility Studies; Foreign Countries; Interdisciplinary Approach; Models; *Needs Assessment; Organizational Development; Outreach Programs; Professional Continuing Education; Research and Development; Resource Centers; *School Community Relationship; Transitional Programs; Universities
IDENTIFIERS- *Saskatchewan (Regina)

This study examined the feasibility of establishing a Centre on Disabilities in Regina, Saskatchewan, as a cooperative effort of the city and the University of Regina. The Centre would provide professional continuing education; conduct research on disabilities issues, including policy development; and work with communities throughout Saskatchewan on such issues. The study indicated four areas in which community needs could be focused: (1) interagency coordination, (2) transition services/programs, (3) transdisciplinary professional continuing education, and (4) organizational development/leadership issues. This report considers the various directions and models possible within each of these areas. A section on the study's findings offers examples of institute/center models in the areas of professional education, interagency coordination, transition programs, policy and research development, and organizational development. The study concludes that the center should reside in a degree-granting faculty; should serve primarily disabled persons' organizations, professional groups, and government; should fill and others); (15) "Instructional Strategies in Early Intervention Programs for Children with Deaf-Blindness" (Ilene S. Schwartz and Bonnie McBride); (16) "Facilitating Active and Informed Learning and Participation in Inclusive School Settings" (Kathleen Gee); (17) "Joining the Community" (Robert Huven and Shepherd Siegel); and (18) "Improving Educational Outcomes for Students with Deaf-Blindness: Rethinking Current Practices" (Lyle T. Romer and Norris G. Haring). Each paper contains a reference list. (MDM)

ED 388 001 EC 304 356

Cohen, Jeffrey J.; Fish, Marian C.
Handbook of School-Based Interventions: Resolving Student Problems and Promoting Healthy Educational Environments. Jossey-Bass Social and Behavioral Science Series.
PUB DATE- 93
NOTE- 512p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Classroom Techniques; Elementary Secondary Education; *Emotional Problems; Interpersonal Competence; *Intervention; Peer Relationship; Physical Health; Psychological Patterns; Social Behavior; Social Development; Student Behavior

This handbook describes interventions for the major behavior problems that students may exhibit from kindergarten through high school. The book is a compilation of nontechnical summaries of intervention strategies with demonstrated or potential value for school settings. The summaries are digested from journal articles and other publications. The chapters cover: (1) classroom management (dishonest behavior, truancy, boisterous or rowdy behavior, noncompliance, physical and verbal aggression, playing the class clown, temper tantrums, annoying or bothering others, off-task behavior, and destructive behavior); (2) externalizing responses (inattentive/distractible behavior, impulsivity, hyperactivity, and attention deficit hyperactive disorder); (3) internalizing responses (anxiety and stress, fears/phobias, obsessive-compulsive behavior, low self-esteem, identity crises in homosexual youth, procrastination, elective mutism, depression, and suicidal behavior); (4) cognitive and social competence (academic performance, communication development, inappropriate masturbation, thumb sucking/nail biting, enuresis/encopresis, substance abuse, and sexual behavior); (5) relationships with peers (shyness and withdrawal, aggression, and prejudice); (6) relationships with adults (child maltreatment, running away, and cult membership); and (7) health management (acquired immune deficiency syndrome, chronic illness, Tourette syndrome, and traumatic head injury). (Chapters contain references, and some provide annotations for additional readings). (SW)

ED 388 002 EC 304 357

Ysseldyke, James E., Ed.; Thurlow, Martha L., Ed.
Educational Outcomes for Students with Disabilities.
PUB DATE- 94
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; *Accountability; Data Collection; *Disabilities; Early Childhood Education;

process can be implemented in a wide variety of settings with positive effects for both students and teachers. Results also identified effective and efficient methods for training teachers to make appropriate curricular modifications for gifted and talented students. (Contains 21 references.) (DB)

ED 388 018 EC 304 373

Delcourt, Marcia A. B.; And Others
Evaluation of the Effects of Programming Arrangements on Student Learning Outcomes. Research Monograph 94108.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 193p.; Executive Summary on p.ix-xxii also published separately.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Delivery Systems; *Gifted; *Grouping (Instructional Purposes); Instructional Effectiveness; Interpersonal Competence; Locus of Control; Mainstreaming; *Outcomes of Education; Peer Acceptance; Primary Education; *Program Effectiveness; Self Esteem; Self Evaluation (Individuals); Special Classes; Special Schools; Student Attitudes; *Student Placement

The Learning Outcomes Study, a 2-year investigation, evaluated four popular types of grouping arrangements for gifted students in grades 2 and 3 in 14 collaborative school districts in 10 states. The study compared within-class, pull-out, separate class, and special school instructional arrangements. Study participants (N=1000) included students who had either just entered gifted programs, were high ability students not in special programs, or were nongifted students. Analyses focused on assessments of achievement, attitudes toward learning processes, self-perception, intrinsic/extrinsic motivation, student activities, behavioral adjustment, and teacher ratings of learning, motivation, and creativity. In terms of achievement, gifted children attending special programs performed better than gifted peers not in programs. Students from the gifted comparison group, or in within-class or pull-out programs had higher perceptions of their scholastic abilities than did children in separate class or special school programs. No differences by program type or ethnic status were found for social acceptance. Also, no significant differences appeared either across groups or according to racial/ethnic status regarding internal versus external criteria for success/failure. Students in the separate class and special school programs scored the lowest on the "preference for challenge" scale, but had the highest levels of achievement in a traditionally more academic environment. Students in special schools had the highest scores regarding attitudes toward learning. Results suggest that no single program fully addresses all the psychological and emotional needs of students. Extensive appendices provide detailed methodological and analytical information on the study. Twenty-seven tables and five figures also detail study findings. Executive Summary is also published separately. (Contains approximately 140 references.) (DB)

ED 388 019 EC 304 374

Delcourt, Marcia A. B.; Evans, Karen
Qualitative Extension of the Learning Outcomes Study. Research

different expectations. The report recommends that each campus needs to make good, competent decisions in deciding which teaching methods and strategies should be used for bilingual students. Administrators, teachers, and parents need to take their individual student population into consideration. Further research on bilingual education is recommended as is a yearly survey to evaluate needs and expectations. Appendixes include copies of the English- and Spanish-language surveys and questionnaires, results pie-charted by grade, and parent and teacher comments on the program. (Contains 35 references.) (NAV)

ED 388 037 FL 023 236

Tubtimtong, Wanpen
Building Up a Unified ESP Programme Out of Diverse Stakeholders' Perspectives.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Second Language Programs; Course Content; *Curriculum Design; Deans; Dental Schools; *Educational Needs; Educational Policy; Engineering Education; *English (Second Language); *English for Special Purposes; Foreign Countries; Graduate Study; Higher Education; Medical Education; Pharmaceutical Education; Policy Formation; *Program Design; Program Development; Science Education; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Chulalongkorn University (Thailand); Thailand

A study at Chulalongkorn University (Thailand), in response to administrator and employer concerns about the quality of English second language instruction, investigated aspects of language program design. Concerns had been expressed about the level of English language skills among science and engineering graduates. The survey consisted of interviews with 5 deans and questionnaires distributed to 82 specialist lecturers and 91 graduate students in faculties of science, pharmaceutical sciences, dentistry, preventive and social medicine, and engineering. The deans responded unanimously that English language programs should focus on productive and communicative skills and be relevant to students' fields of study, with choice of methodology left to the university's language institute. The majority of specialists preferred that English courses be optional, but should develop productive and communicative skills. Individual student respondents differed in personal aims, based on current language proficiency level, language difficulties, and expectations about learning English. From these responses, specific recommendations emerged concerning the refinement of university language policy, restructuring of the English program at all levels (introductory, English for Special Purposes/ESP, and advanced), and the redesign of an existing ESP course. (MSE)

ED 388 038 FL 023 276

Bierschenk, Bernhard
The Tacitness of Tacitus. A Methodological Approach to European Thought. No. 46.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

for another job. Prior education, minority status, and children's child care experiences were also found to be significant predictors of completion of participation in and completion of AE courses. Although participation in AE was a significant predictor of the number of hours children watch television daily, it was not a significant predictor of the frequency of reading to the child or the number of children's books available in the home. It was recommended that activities to help parents obtain the high school diplomas or other credentials needed for employment be included in family literacy programs. (Contains 55 references.) (MN)

ED 387 597   CE 069 908

High School Senior Survey Class of 1994. Volusia & Flagler Counties. A Research Report.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; Educational Research; High Schools; *High School Seniors; Occupational Aspiration; *Student Educational Objectives; *Student Interests; Student Surveys; *Vocational Interests
IDENTIFIERS- Flagler County School District FL; Volusia County Schools FL

A survey was distributed to all public high schools in Volusia/Flagler counties (Florida) and two nonpublic high schools; 2,220 of the 3,053 high school seniors enrolled for the 1993-94 academic year completed the survey for a response rate of 73 percent. Findings indicated that the most popular careers were as follows: acting, music, and dance; physical therapist; computer programming; athletic trainer, sports medicine; nurse; psychologist, sociologist; general management; lawyer; accounting; and electronics. Seniors also indicated broad career fields and specific occupations that were of interest to them. Eighty-five percent planned to continue their education immediately after high school graduation. More than 50 percent planned to complete Master's, doctoral, or professional degrees. Twenty percent planned to complete associate degrees or technical/trade certificates. Low cost and financial aid availability were important factors when deciding on a college. More than 50 percent were considering attending a community college. About 52 percent would like to be contacted by a Daytona Beach Community College representative and given enrollment information and assistance. (Seven figures and 14 tables are provided. The instrument is appended.) (YLB)

ED 387 598   CE 069 909

Rephann, Terance J.
Bedford County Employer Needs Assessment.
PUB DATE- Aug 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counties; Educational Demand; *Educational Needs; Educational Opportunities; *Educational Supply; *Employer Attitudes; *Labor Needs; Needs Assessment; Postsecondary Education; Questionnaires; *Regional Planning; Secondary

were controlled for. White male youths appear to suffer a greater disadvantage than black youths. The analysis also reveals that the magnitude and direction of the central city-suburbs employment difference vary considerably between metropolitan areas. In addition, the magnitude of the central city-suburban employment difference was systematically related to economic and spatial characteristics of metropolitan labor markets. The most significant finding was that spatial inaccessibility to employment could not be considered a universal problem faced by youths living in central-city neighborhoods in all metropolitan areas. (Appendixes contain a list of 43 references, 4 tables, and 4 figures.) (YLB)

ED 387 616   CE 069 978

Cummins, Eric
California Prison Gang Project. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Correctional Education; Correctional Institutions; Educational Research; Peer Relationship; Peer Teaching; *Prisoners; State Programs
IDENTIFIERS- *California; *Gangs

A project investigated the cultural life, ideology, and education systems of particular prison gangs. It focused on recent changes in the gang system regarding gang education, organizational structure, and the balance of power in prisons and in relations with street gangs. Finally, the project assessed California's response to its prison gangs, in particular its attempts to intervene through prison education classes and counseling, and by confining gang members in the new, high-tech "maxi maxi" security housing units. The project sought information on these gangs, as interview subjects became available: La Nuestra Familia (NF), La Eme (Mexican Mafia), Black Guerrilla Family, Aryan Brotherhood, and newer offshoots. Interview findings indicated that NF delivered members a secretly administered education on a range of subjects: basic literacy skills training, etiquette and personal hygiene instruction, enunciation and rhetorical skills, weaponry, and guerrilla warfare. After years of training, the NF offered its most elite students leadership training and classes in how to set up NF regiments and illegal operations on the streets during parole and how to use the law for the organization's benefit. The NF education department was the gang's chief recruiting and socializing institution. It trains professional teachers who are under the command of each of the gang's regimental lieuteants and writes documents crucial to the gang's operations. NF persisted in its call for equity for Latino prisoners. The special control units where those prisoners identified as gang members were housed offered prisoners absolutely no education, counseling, or self-improvement programs. Here, in the breeding ground of California's prison gangs, gang members cannot take classes in the prison's official education department even if they want to, and the NF and other gang educational agendas go unopposed. (YLB)

ED 387 617   CE 069 979

Hudson, Shirley A.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Oriented Programs; Computers; Economics; Employment Potential; High Schools; Information Management; *Information Scientists; *Job Skills; *Management Information Systems; *Office Automation; Office Occupations Education; Postsecondary Education; Small Businesses; Supervision; Teamwork; *Tech Prep

This publication contains 19 subjects appropriate for use in a competency list for the occupation of management information specialist, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 19 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; specialized accounting functions; computer operations; network operations; basic mainframe concepts; and supervision. (YLB)

ED 387 636 CE 070 010

Computer Programmer/Analyst.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 88p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Oriented Programs; Computers; *Computer Software; Databases; Economics; Employment Potential; High Schools; *Job Skills; *Office Automation; Office Occupations Education; Postsecondary Education; *Programming; Small Businesses; Supervision; Systems Analysis; Teamwork; *Tech Prep
IDENTIFIERS- *Computer Analysis

This publication contains 25 subjects appropriate for use in a competency list for the occupation of computer programmer/analyst, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 25 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; specialized accounting functions; computer operations; software methodology; operating systems; application programming and design; network operations; basic mainframe concepts; computer hardware design; database modeling and design; small business management; and supervision. (YLB)

ED 387 637 CE 070 011

a seminar directed toward policymakers and practitioners involved in establishing and maintaining linkages between secondary and postsecondary education, training, and employment. The seminar, which was jointly organized by the OECD and U.S. Department of Education, was designed to give participants an opportunity to accomplish the following: inform each other about different forms of articulation and alternative pathways permitting young people to prepare for qualified work, further learning, and active participation in social, political, and cultural life; explore effective responses to problems of educational and occupational orientation and to the risks of premature exit from education and training at the critical stage of transition to adulthood; and reflect together on promising ways of cooperation and coordination between the different levels of government, education system, and industry. Opinion regarding the process of establishing and maintaining linkages was divided. Most participants felt that educational reform should be generated through a series of initiatives around specific problems (a bottom-up approach). A second group of participants advocated a more systemic approach, and a third group called for developing linkages through an evolutionary process of experimentation. (MN)

ED 387 654 CE 070 033

The Changing Role of Vocational and Technical Education and Training (VOTEC). Technological Innovation and Economic Change: Implications for the Organisation and Pedagogy of Vocational and Technical Education and Training. Synthesis Report.
PUB DATE- Nov 94
NOTE- 15p.; Report of a Policy Seminar organized by the Swiss Federal Office of Industry and Labour and the OECD (Sainte-Croix, Switzerland, September 18-20, 1991). For related documents, see CE 070 024-034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coordination; *Curriculum Development; *Economic Change; Educational Change; Educational Cooperation; Educational Policy; Educational Practices; Educational Trends; *Education Work Relationship; Employment Qualifications; Foreign Countries; Government School Relationship; Labor Force Development; Postsecondary Education; Role of Education; School Business Relationship; Secondary Education; Seminars; Skill Development; Synthesis; *Teaching Methods; *Technological Advancement; Trend Analysis; Unions; *Vocational Education
IDENTIFIERS- Organisation for Economic Cooperation Development

More than 50 delegates from 19 Organisation for Economic Cooperation Development (OECD) member countries participated in a seminar examining the implications of technological innovation and economic change for the organization and pedagogy of vocational-technical education (VTE). The discussion focused on the following issues: VTE's responses to technical skills, competencies, and qualifications in the past, present, and future; changing roles/responsibilities for coordinating learning in schools and enterprises in view of technological innovation; and skill profiles and skill formation in tomorrow's factories. Many OECD member countries were found to be experiencing difficulties in attracting/motivating VTE students and finding enough employers willing to provide apprenticeships. Most OECD countries felt the following were needed: a stronger foundation in basic knowledge, closer connections between firms and schools, Technology; *Literacy Education; Literature Reviews; Media Selection; *Multimedia Instruction

The history of technology use in adult literacy programs was reviewed, and attitudes enhancing and limiting the use of technology were examined. Among the key findings of the analysis were the following: (1) the value of technology for literacy instruction is based on its provision of privacy, individual control, immediate feedback, and flexibility for learners; (2) the process of selecting appropriate technology must take into account the larger themes and issues currently being debated in adult literacy, including the nature of the learner, purpose of literacy instruction, and issues of evaluation and accountability; and (3) because of the marked differences among the various types of programs (including workplace literacy, family literacy, and English as a second language), context should be the primary determinant for selection of appropriate technology. Among the study recommendations were the following: technology selection should be based on previously identified needs/problems within the literacy program; practitioners need to teach adult learners to access information rather than sound out words; and as issues of access and equity are debated in the fields of literacy and technology, practitioners need to provide leadership in determining the future of technology in the adult literacy field. (MN)

ED 387 673 CE 070 073

Wagner, Daniel A.
Use It or Lose It? The Problem of Adult Literacy Skill Retention. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 371 240.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Cognitive Development; Educational Policy; *Learning Processes; *Literacy Education; Literature Reviews; *Reading Skills; *Retention (Psychology); *Skill Development

Available literature pertaining to the following topics was reviewed: cognitive skill retention across the life span, literacy and basic skills retention, and policy implications of skill retention work. Among the key findings of the review were the following: (1) available evidence suggests that adult literacy skill retention may vary dramatically according to the individaul adult learner, his/her prior knowledge, and the type/duration of instruction; (2) there are few limits on memory or learning capacity, and retention of information increases as understanding of the meaning of information deepens; (3) extensive retraining is often necessary before skilled performance can be achieved after regular practice of the skill in question has ceased; and (4) the increased difficulties in reading acquisition often experienced by adults appear to be social or social-psychological in origin rather than based in cognitive deficits. Policymakers were advised to be aware that the retention of adult literacy skills may be a critical factor in long-term program outcomes (e.g., stable employment). It was concluded that service providers and teachers can benefit from knowing that the relearning process can be more rapid if the original learning experience includes increased guidance and strategies for remembering. (MN) emergencies; and general administrative duties. Among the competencies included in the units on histology and phlebotomy are the following: perform set-up and work flow, financial, and dissecting functions; perform specimen embedding, routine histology procedures, special stains, and quality control/assurance functions; operate histology equipment; store materials safely; perform recordkeeping functions; demonstrate knowledge of the phlebotomist's role and work environment, the supplies/equipment used by phlebotomists, proper blood collection procedures, procedures for transporting and processing specimens; and describe basic concepts of communications, professional behavior, and the legal implications of health-related work environments. (MN)

ED 387 691 CE 070 095

Emergency Medical Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 106p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Emergency Medical Technicians; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Evaluation; Medical Services; Medical Vocabulary; Negligence; Nutrition; Pathology; Pharmacology; Physiology; Recordkeeping; Risk Management; Safety; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Emergency Medical Services; Phlebotomy

This document, which is designed for use in developing a tech prep competency profile for the occupation of emergency medical technician, lists technical competencies and competency builders for 18 units pertinent to the health technologies cluster in general and 4 units specific to the occupation of emergency medical technician. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; basic pharmacology; examinations; and laboratory tests and diagnostic procedures. The 4 units specific to the occupation of emergency medical technician list a total of 82 competencies in the following areas: phlebotomy (collecting, transporting, and processing blood samples); first responder (roles/responsibilities; medicolegal aspects of being a first responder; performing basic first aid, assessment, evacuation, and transport procedures); emergency technology (applying Center for Disease Control guidelines, assessing and treating patients); and emergency services (understanding/using emergency medical service communication systems, performing emergency medical services, managing selected medical emergencies). (MN)

Schafer, William D.
Assessment Skills for School Counselors. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counselor Evaluation; *Educational Testing; Elementary Secondary Education; Evaluation; Evaluation Methods; *Evaluation Needs; Evaluation Problems; Evaluation Research; *Information Skills; *School Counselors; Standards; Testing; Test Interpretation; Test Use
IDENTIFIERS- ERIC Digests

The purpose of this digest is to describe school counselors' roles in the area of assessment through an historical review of testing in counseling, and to report on study findings regarding roles employers require school counselors to perform. Knowledge needed by counselors to obtain evidence, evaluate its usefulness, and interpret its meaning have long been and continue to be debated. in the 1960s tests were viewed positively, but by the 1970s it was felt that "the marriage between tests and counseling had failed." The negative consequences of "labeling" were emphasized. However, assessment has remained commonplace in schools and, particularly in vocational guidance, used principally as a guide for professionals to seek additional information for decision making. The job role expectations of counselors can be divided into six areas: (1) counseling (individual and group); (2) pupil assessment; (3) consultation; (4) acting as information officer; (5) acting as school program facilitator; and (6) research and evaluation. Each of these have assessment-intensive aspects such as test interpretation, test development, evaluation of programs, consulting, and research. Thus, the assessment skills counselors need include: doing pupil assessment, doing program evaluation, and using basic research. Contains eight references. (JBJ)

ED 387 710 CG 026 042

Wilson, John; And Others
Cal-Pal: A County-Wide Volunteer Service Program.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Adolescents; Children; Community Involvement; *Community Services; Elementary Secondary Education; *Friendship; *Rural Schools; *School Community Relationship; Student Needs; *Student Welfare; *Volunteers
IDENTIFIERS- *California

The implementation and continuing growth of a volunteer youth/adult match-up service, Cal-Pal, being provided in seven rural communities are described in this article. School social workers in these areas can collaborate with other school-based personnel and community leaders to make such a service available. A major benefit of the program is the growing number of youth who are able to enjoy the opportunity of another friendship with a responsible adult outside the family. The

ED 387 729 CG 026 449

Riley, George M.
Increasing Self-Esteem in Children, 8-12 Years Old from Dysfunctional Families: A Twofold Solution to a Twofold Problem.
PUB DATE- 6 Jun 95
NOTE- 77p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Childhood Needs; Child Psychology; Child Rearing; Children; Communication Problems; Elementary Education; Family Counseling; Family Problems; Group Counseling; Interpersonal Communication; *Interpersonal Competence; *Parent Child Relationship; *Parent Education; *Parenting Skills; Positive Reinforcement; Self Concept; *Self Esteem
IDENTIFIERS- *Dysfunctional Family; *Piers Harris Childrens Self Concept Scale

This practicum was designed to increase the self-esteem of children between the ages of 8 and 12 from dysfunctional families. The strategies implemented involved working with the parents of these children to help increase positive communication and relationships between parents and their children. Based on the idea that self-esteem is a reciprocal process developed in language between people, this study focused on changing styles of communication between parent and child. An 8-month parent-education group combining several educational programs was developed to help parents of six children focus on fostering positive communication in their children. A one-way mirror was used by the parents to observe their children participating in a self-esteem group, after which the parents joined their children in the group and offered them encouragement, praise and comments focusing on positive behaviors they had observed. The Piers Harris Children's Self Concept Scale was administered before and after the practicum--along with observational check lists and structured interviews with the parents--to compare the children's levels of self-esteem. Data revealed increased eye contact and better parental perceptions in regard to improved eye contact and social skills in the children. The Piers Harris Scale revealed a highly significant increase in the self-esteem of the children. Checklists and interviews are appended. (Contains 30 references.) (Author/KW)

ED 387 730 CG 026 507

Grant, Dale F.; And Others
Cases of Rural Gifted College Females: Socialization Barriers and Career Choices.
PUB DATE- Jul 95
NOTE- 15p.; Paper presented at the National Career Development Association Conference (San Francisco, CA, July 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academically Gifted; *Academic Aspiration; Adolescents; Advanced Placement; *Career Choice; College Bound Students; Colleges; College Students; Higher Education; High Schools; Rural Education; Rural Environment; *Rural Women; *Rural Youth; *Socialization

Gifted females have less frequently sought high-prestige and high-income careers due to a number of barriers. Some barriers are

ED 387 749 CG 026 529

Meranus, Jordan
Toward Responsible Fatherhood. Issue Brief.
PUB DATE- 14 Aug 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Child Responsibility; *Father Attitudes; *Fatherless Family; Fathers; Government Publications; One Parent Family; *Parent Child Relationship; Parent Influence; Parent Role; *State Government

This brief addresses the declining presence of fathers in the rearing of their children, briefly discusses the circumstances through which fatherlessness occurs, describes current initiatives to address this problem, and suggests actions that Governors and other policymakers can take to facilitate greater involvement by fathers in the lives of their children. The brief suggests addressing the trend of fatherlessness on two levels: first, community based programs must reach out to low-income fathers and provide them with opportunities to learn how to appropriately care for their children; second, to achieve long-term results, such outreach efforts must be supported by a commitment to economic development to improve the education, skills, and employment prospects of individuals in disadvantaged communities. The following topics and programs are discussed: Background; Effective Intervention; The Institute for Responsible Fatherhood and Family Revitalization; The Parents' Fair Share Demonstration; Components of Successful Father Support Programs; and What Governors Can Do. (JBJ)

ED 387 750 CG 026 533

Counseling for Future Education, 1994-1995.
PUB DATE- 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); College Bound Students; *College Choice; *College Preparation; Colleges; Community Colleges; Educational Counseling; Higher Education; High Schools; Noncollege Bound Students; *Post High School Guidance; *Pupil Personnel Services; Pupil Personnel Workers; *School Counseling; School Counselors; *School Guidance; Vocational Education
IDENTIFIERS- Florida

Designed to help school counselors facilitate the transition from high school to postsecondary education, this annually updated handbook provides information about the various kinds of postsecondary educational opportunities available in Florida. Procedural and financial information, important to those students who will be seeking additional education immediately after graduation, and information about the kind of high school preparation needed for admission and success in postsecondary programs, is provided. The handbook is not meant to provide detailed information about individual institutions, programs, majors, or extracurricular activities, rather it is a general guide to admissions requirements and procedures for students who have not selected a postsecondary institution and who may

Given that people's expectations influence their behavior, it is important to examine the expectations of incoming college freshman whose beliefs and hopes may help to determine their academic and social integration, which have been linked to persistence and retention rates. Of 212 African American freshman who completed the "University New Student Census" during summer orientation, more males than females reported that the main reason they attended college and planned to graduate was to make more money. Males also indicated less interest in pursuing higher academic degrees. Fewer females than males intended to work during their first year. In addition, females and males differed regarding expectations about selection of a major and difficulty of college coursework. Males and females indicated different social expectations. More males reported interest in counseling for problems with alcohol, although the overall percentages interested were low. More females than males felt that everyone should do volunteer work and expected to be involved in campus groups, including religious activities. Many of these areas in which gender differences were found correspond to noncognitive variables, which have been shown to predict success and adjustment of nontraditional students. Other findings are reported. Contains 26 references. (JBJ)

ED 387 769   CG 026 584

Mellor, Andrew
Which Way Now? A Progress Report on Action against Bullying in Scottish Schools. Research Report Series.
PUB DATE- Jun 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delinquency; *Delinquency Prevention; Discipline Policy; *Educational Policy; Elementary Secondary Education; Foreign Countries; Law Enforcement; Policy Formation; *School Community Relationship; Violence; *Youth Problems; Youth Programs
IDENTIFIERS- *Bullying; *Scotland

Five years have elapsed since bullying started to be seriously addressed in Scottish schools. In that time, central government has funded materials and the appointment of a national anti-bullying development officer to assist local authorities and schools in developing effective strategies. Within a national framework, local authority initiatives and schools have adopted diverse approaches. This report documents the progress made across the country, bringing together local and national initiatives. The information contained in the report has been drawn from a number of sources: questionnaires sent in September 1994 to education authorities, and to teacher training institutions; documents prepared by education authorities; schools and individuals; and data collected by the Scottish Council for Research in Education (SCRE) during the course of its anti-bullying development work, and by the Anti-Bullying Development Officer. The focus is on policy, training, and support from within the educational system. Central government, local government, school and teacher education institutions have all worked to raise awareness of the problems of bullying and to put in place ways of dealing with it. This report will enable those striving to create an anti-bullying culture in schools to draw on experience of others. It sets out to inform the debate as to how to embed anti-bullying strategies securely into the fabric of the educational system.

books. Of particular interest was the effect of repeated reading with an auditory model on first-grade students' reading fluency and self-monitoring behavior. Also of interest was the effect of this school/home reading activity on student reading motivation and behavior. A single-subject reversal design with multiple baselines across individuals was used. Home-based repeated reading of books was compared to home reading of books with audiotapes. Subjects were 5 first-grade students in the Washington, D.C., area with limited English proficiency. Results indicated that all subjects received substantial benefit from the opportunity to practice reading books with audiotapes at home. Findings suggest that the support provided by the audiotapes enabled students to fluently read increasingly more difficult texts. (Contains 40 references, and 1 table and 1 figure of data. Appendixes present selected books used in the project, individual case profiles of the 5 subjects, and data.) (Author/RS)

ED 387 790 CS 012 287

Commeyras, Michelle; And Others
Elementary and Middle School Partnerships: The Centrality of Relationships in Literacy Learning. Instructional Resource No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Autobiographies; *Cross Age Teaching; *Discussion (Teaching Technique); Elementary Education; Grade 2; Grade 8; *Literacy; Middle Schools; Partnerships in Education; Program Descriptions
IDENTIFIERS- Literacy Events

This pamphlet describes a year-long project that began with the idea of inviting eighth graders to study the thoughts of second graders as shared during literature discussions. It then evolved into a more elaborate project bolstered by the students' enthusiasm and interest in each other. The pamphlet describes the students, establishment of the student partnerships, the writing and exchange of autobiographies, three videotaped literature discussions in the second-grade classroom, and the culminating literacy event for the partners--getting together to read the books the eighth graders had written for the second graders. The pamphlet also discusses suggestions for improving future literacy partnerships. The pamphlet concludes that: (1) the exchange of autobiographies supported students' self-expression; (2) the exchange of letters about storybook discussions supported students' processes of discovering and generating meaning and sharing that meaning with others; (3) the eighth graders gained a sense of competence as literate persons by authoring the books for the second graders; and (4) the contribution of ideas by students that further developed the literacy partnerships promoted their sense of self-determination. Contains 11 references. (RS)

ED 387 791 CS 012 288

Carr, Martha; Thompson, Heidi

opportunities for research. Cindy Selfe (1994) and Lester Faigley (1992) have shown that the way students perceive a process, such as composing and interacting on computers, significantly affects their output. Also, tutoring conducted over telephone lines offers an opportunity for researchers to study the tutoring process by comparing final drafts with initial drafts, which are faxed to the writing center from various outlying areas. (TB)

ED 387 810 CS 215 073

Haas, Molly Flaherty
The Undergraduate Research Paper: Teaching Ethical Relationships.
PUB DATE- 25 Mar 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Citations (References); *Codes of Ethics; Higher Education; *Intellectual Property; Moral Issues; Plagiarism; *Research Papers (Students); *Teacher Student Relationship; Undergraduate Students; Writing Instruction
IDENTIFIERS- *Mediation; Writing Contexts

In the writing classroom, the instructor appears to be the mediator, recognizing the contributions of each required text and of each student, whether in class discussions or written assignments. Undergraduate college students usually regard mediating in whatever style as the instructor's task, not their own. But in the research paper assignment, the student must mediate. When students become student writers, each must relate with several, even numerous, others at once and also influence those others' relations with each other. A diagram illustrates the complex web of relationships between the student and her teachers, her research sources, her audience and her research participants. Many scholars who look at undergraduate research papers restrict their attention to one aspect of relationships with published sources, the rules for avoiding plagiarism, but this concern alone is not enough. The relationship with other writers also includes the responsibility not to distort or demean the written work of others. Students must also consider a code of ethics in the relationships they form to those that they are researching--their research participants; the student research paper today often involves interviews with sources in person. Finally, the student's relationship to his/her audience usually begins with the teacher. A teacher who is responsible in relating to published sources and caring in mediating among student voices in the classroom can serve as a model. (Contains 36 references.) (TB)

ED 387 811 CS 215 077

Silk, Christine Murphy
Is Narrative a Viable Alternative to Scientific Discourse?
PUB DATE- 25 Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

in eighth-grade language arts classes. Two eighth grade language arts classes (55 students) participated in the program for an entire school year, maintaining a writing portfolio and a record-keeping portfolio. A video portfolio was also established for each student. Assessment tools consistent with guidelines supported by research were referenced to specific state goals and objectives. Seventh- and eighth-grade language arts teachers participated in the development of the portfolio program, and eighth-grade teaching team members collaborated in the development of one integrated unit. Teachers were surveyed for their input prior to program development and following implementation. The writer served as a consultant, working with teachers and students in all aspects of the program. She was also responsible for maintenance of the video portfolio. Analysis of the data revealed that performance-based assessments could be developed for use in evaluating student growth in all areas of language arts. (Contains 52 references. Appendixes present performance-based assessments and survey instruments.) (Author)

ED 387 829 CS 215 103

De Peslouan, Dominique
Strategies de Prevention en Maternelle: Les Ateliers d'Ecrit (Preventive Strategies in Nursery School: The Writing Studios).
PUB DATE- 95
NOTE- 16p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Developmental Stages; Early Childhood Education; Foreign Countries; *Social Influences; Student Adjustment; Writing Research; *Writing Workshops; *Young Children
IDENTIFIERS- Symbolic Representation

This paper written in French (the first phase of an ongoing research project) endeavors to set off the influence of introduction of imaginary writing workshops over the social and affective development of children from 2 to 5 years old. This influence is more precisely centered on the "power to read" (power of separation, distanciation, communication and trace), conceived as a first step to the symbolic function of writing and as a possible preventive support for adaptation difficulties of young children in school. Includes an abstract in English. Contains 42 references. (Author)

ED 387 830 CS 215 104

Grant, Janet E.; Espeland, Pamela, Ed.
The Young Person's Guide to Becoming a Writer.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; Publishing Industry; Secondary Education; *Student Publications; Writing Assignments; Writing Evaluation; *Writing for Publication
IDENTIFIERS- *Professional Writing

Encouraging adolescents to envision themselves as writers, this overview of the teaching evaluation processes, and conceptualizations of the validity of their measures. It then discusses evidence that students' evaluations of teaching effectiveness may be subject to a number of biases, including gender bias. It then reviews research indicating that classroom communication processes are influenced both by professor and student gender. It is suggested that findings from two lines of communication research, instructional communication and gender and communication, may provide insights into the processes through which communication contributes to gender biases in student ratings. The paper concludes with specific and general suggestions for using these insights in future research. (Contains 71 references.) (Author)

ED 387 849 CS 509 062

McHenry, Lynnea; Bozik, Mary
Communicating at a Distance: A Study of Interaction in a Distance Education Classroom.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communication Research; Computer Assisted Instruction; *Distance Education; Electronic Classrooms; Higher Education; High Schools; *Interactive Television; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- Fiber Optics; *Interactive Teaching; *Iowa; Research Suggestions; Technology Integration

Iowa's first-in-the-nation statewide fiber-optics telecommunications network is bringing both excitement and concern to educators. One application of the fiber-optics network is the offering of college courses through live, interactive television instruction. The teacher in the origination site classroom is linked with students in one or more remote site locations through a 2-way audio and video system. A study explored the communication that takes place between the persons and the classrooms during one of these college courses, specifically examining what it is like to be a student participant in an interactive television classroom. A college classroom with 20 students served at the origination site; four remote high school classrooms (with between one and five students in each room) served as the receive sites. Classroom observation and individual group interviews were guided by three research questions: (1) what are the influences on the communication that takes place between the actors? (2) how does technology influence the interaction in the classrooms? and (3) does the distance have any other effects on communication in or between classrooms? Results took the form of five primary communication themes: expectations of and problems with technology; problems associated with distance; perceptions of nontraditional students; encouraging the use of technology; and encouraging student interaction. Further exploration is needed in communication-related areas such as classroom climate, apprehension, interaction, feedback, and learning styles. (Contains 12 references.) (TB)

ED 387 850 CS 509 063

overall pattern of findings supported the major arguments. First, academic press was significantly linked to achievement across all schools. Second, although low-SES schools tended to have the lowest levels of academic press, they also had the strongest achievement effect. Third, communality was negatively associated with achievement in low-SES schools with weak academic press. Fourth, for low- and middle-SES schools, the combination of academic press and communal organization constituted the strongest package of achievement effects. Finally, the strongest effects for high-SES schools were predicted for combinations of high communality and low academic press. The implications are that: (1) schools do their students no service by diluting their academic mission; (2) exposing students to mainstream academic subjects can help to translate higher expectations into a meaningful academic drama; and (3) educational equity is advanced as low-SES schools marshal their human and social capital in more academically focused ways. The major conclusion was that the most effective schools were those where a sense of community emerged as a positive result of a strong sense of academic purpose. One figure and eight tables are included. Appendices contain statistical data. (Contains 38 references.) (LMI)

ED 387 869 EA 027 057

Burstein, Leigh; And Others
Validating National Curriculum Indicators. Draft.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Jun 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; Data Interpretation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Problems; *Instructional Materials; *Mathematics Curriculum; Mathematics Instruction; Mathematics Materials; *National Curriculum; *National Surveys; Research Methodology; *Validity
IDENTIFIERS- Educational Indicators

This report summarizes results from research aimed at improving the quality of information collected about school curriculum. The research sought to design and pilot a model for collecting benchmark data on school coursework. These more indepth data, such as course textbooks, assignments, exams, and teacher logs, can serve as anchors against which the validity of the survey items used in national data collections might be assessed. The data provide a basis for assessing the extent to which survey items measure what is taught in schools and classrooms. They can also be used to monitor whether the validity of teachers' responses have been undermined by outside factors. Data were derived from a survey of 70 mathematics teachers in 9 secondary schools located in California and Washington. The survey was administered before and after the collection of artifact data. Data were also collected from teacher daily logs, assignments, and interviews with principals, counselors, and mathematics department chairs. Chapter 2 details the study design, and the next three chapters summarize the extent to which major dimensions of curriculum can be measured through national surveys and then validated through deeper probes in a smaller number of sites. The final chapter discusses the implications for the design of future curriculum-indicator systems and for the policy uses of such information. It concludes that while an enhanced version of current national surveys can provide a also suggests that uninterrupted class time did not guarantee greater gains in achievement over interrupted time for higher achieving students. Finally, block-scheduling success cannot be adequately measured in 1 year. Other factors of student academic achievement include teacher experience, tests and testing conditions, instructional styles, and school climate. (Contains 15 references.) (LMI)

ED 387 888 EA 027 082

House, Jess E.; And Others
A Simulation To Determine the Effect of Modifying Local Revenue Capacity.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29-31, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Assessed Valuation; *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; *Finance Reform; Fiscal Capacity; Income; Property Taxes; *School District Wealth; State Legislation
IDENTIFIERS- *Ohio

Because the amount of state-equalization aid received by Ohio school districts is inevitably related to district wealth, the measure of district ability is a concern. This paper presents findings of a study that used computer simulation to examine the effect of proposed modifications to district-revenue capacity on the equity of Ohio foundation-aid allocation. The paper first reviews the Ohio public-school funding system and recent policy initiatives in the state. Two modifications to measure district-revenue capacity have been proposed: (1) include income as part of local capacity in the state-aid formula; and (2) remove nonresidential property from local capacity. Data on each of the school districts for fiscal year 1987 were obtained from the Ohio Department of Education. Findings indicate that the substitutions for the present definition of revenue capacity resulted in greater equality of local revenue capacity. When income- or pooled-property simulations were used to replace assessed valuation, equity improved. A conclusion is that assessed valuation of property is the least desirable definition of local revenue capacity. Modifications to the present definition of local revenue capacity lead to small but significant increases in the equity of state-aid distributions. (LMI)

ED 387 889 EA 027 083

Maryland School Performance Report, 1994. State and School Systems.
PUB DATE- 94
NOTE- 146p.; For the 1993 report, see ED 368 774. One page in the memorandum of revised data has been slightly cut off.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Dropout Rate; *Educational Assessment; Educational Attainment; Educational Finance; Educational Mobility; Elementary Secondary Education; Enrollment Trends; *Performance; School Personnel; Special

DESCRIPTORS- Classroom Techniques; Educational Assessment; Educational Change; *Educational Innovation; Elementary Secondary Education; *Instructional Effectiveness; *Outcome Based Education; Public Education; School Effectiveness; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Pennsylvania

The debate over the condition of American public education has spanned the last decade. Some argue that public education is "bad" and needs a complete overhaul, and others assert that public education is "good" but needs to be improved. This paper presents findings of a study that examined the impact of the outcomes-based education (OBE) movement on public education. The first part provides background information on the OBE movement and argues that the movement is based on the notion that all public schools are bad and that public education can only be saved through radical reform. The paper asserts that OBE will not survive because it is based on a false premise that attempts to discredit public schools. A survey of teachers in urban, suburban, and rural schools in northeastern Pennsylvania elicited 233 usable returns. Teachers' ratings of the effectiveness of OBE-related instructional techniques indicated that OBE, except for cooperative learning, has had little impact on their instructional techniques. Ninety percent said that parent involvement was either "very important" or "important." Alternative-assessment techniques were "seldom" or "never" used by a range of 58 to 90 percent of respondents: conclusions are that the OBE emphasis on parent involvement will have a lasting influence on the education culture; teacher-constructed tests were used by more teachers than any other assessment tool; and teachers considered teacher-constructed tests to be more valid and practical than other assessment tools. Five tables are included. (LMI)

ED 387 908 EA 027 104

Hearing on Education Standards. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 22 Mar 95
NOTE- 106p.; Serial No. 104-17.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Educational Objectives; Educational Policy; Elementary Secondary Education; *Federal Government; Federal Regulation; Federal State Relationship; *Government Role; Government School Relationship; Guidelines; National Curriculum; *Standards; States Powers

This document contains proceedings from a hearing held in Washington, D.C., on March 22, 1995, to gather information about the appropriate federal role in establishing national educational guidelines. The goal of the hearing is in conjunction with the overall objective of establishing a framework for policy initiatives that will create an environment for life-long learning. Statements were made by the following participants: (1) Senator Jeff Bingaman, New Mexico; (2) James Burge, Corporate Vice President for Government Relations, Motorola; (3) Lynne Cheney, American Enterprise Institute; (4) Dr. Diane Ravitch, New York University; and (5) Al Shanker, President, American Federation of Teachers. Prepared statements, letters, and supplemental materials were submitted by: (1) James Burge; (2) Lynne Cheney; (3) Dr. Pascal D. Forgione, Superintendent of Public Instruction, State of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Bureaucracy; *Educational Cooperation; Elementary Secondary Education; Family School Relationship; *Integrated Services; Organizational Climate; *Participative Decision Making; School Community Relationship; School Effectiveness; School Organization; *Social Services

A study of 24 elementary, middle, and high schools conducted by the Center on Organization and Restructuring of Schools (CORS) found that simply adding school-based support services to bureaucratically organized schools is unlikely to prove effective, and does not necessarily produce better student achievement. However, the research linked schools with strong community to better student outcomes. This paper presents findings of a CORS study that investigated whether a student- and family-support program in a communally organized school was more focused, coordinated, and effective than a similar program in a school organized along bureaucratic lines. Two schools from the CORS sample were compared--Edison Middle School, located in a large urban district in the western United States, and Boone High School, which served an economically disadvantaged, racially mixed, student population. Findings show that Edison involved teachers in the Family Support Service (FSS) center, which led to facultywide collective responsibility for students' academic and social well-being. In addition, the vision and organization at Edison established a balance between autonomy and collaboration with other organizations. At Boone High School, the specialized and bureaucratic organization contributed to the proliferation of fragmented programs, which led to a lack of organizational focus. A conclusion is that programs must be integrated into the organization of the school as a whole to create a focused vision and sense of shared responsibility. (Contains 10 references.) (LMI)

ED 387 927 EA 027 124

Golarz, Raymond J.; Golarz, Marion J.
The Power of Participation: Improving Schools in a Democratic Society.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Democracy; Democratic Values; Educational Improvement; Elementary Secondary Education; *Governance; Mission Statements; Parent Participation; *Participative Decision Making; Program Implementation; *School Based Management

This book provides the educational practitioner and community participants with the practical knowledge needed to follow a participatory governance process within an existing bureaucracy. Chapter 1 presents the principles of participatory governance and identifies various mind-sets that have developed over many decades of traditional education. Chapter 2 provides guidelines for defining the purpose of education and accommodating varying learning potentials. Building blocks, or elements, of successful participatory governance such as community involvement, team building, pyramiding, visioning,

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employment Opportunities; Females; Interprofessional Relationship; Labor Force Development; Leadership Styles; Middle Management; *Organizational Change; *Sex Bias; *Sex Differences; Sex Discrimination; *Sex Stereotypes; *Women Administrators

This book chronicles and examines the transition that is taking place in female/male relationships in American organizations. The book offers two types of useful information to people who currently work or anticipate working in organizations--insight into themselves in relation to the managerial role, and insight into how other people in organizations relate to and conduct themselves in their own work roles. Chapter 1 provides a historical perspective on the economic roles of women and men. Chapter 2 examines individual differences that affect the behavior of women and men at work and the origins of these differences. The third chapter explores how individuals and organizations make decisions about whether to establish an employment relationship with each other. The effects of gender stereotypes on the work relationships between male and female peers are examined in the fourth chapter. Chapter 5 considers issues pertaining to the expression of sexuality in the workplace, which may consist of sexual harassment as well as organizational romances. The sixth chapter extends the analysis of the effects of gender stereotypes to the work relationships between managers and their subordinates. The career and life patterns typically followed by men and women are described in the seventh chapter. Chapter 8 investigates issues related to the promotion of equal opportunity and appreciation of cultural diversity in organizations, and chapter 9 presents two alternative scenarios for the future. One figure and 11 tables are included. References accompany each chapter; contains 44 additional references. (LMI)

ED 387 946 EA 027 147

Berliner, BethAnn; Benard, Bonnie
More than a Message of Hope: A District-Level Policymaker's Guide to Understanding Resiliency.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *High Risk Students; *Individual Development; Interpersonal Competence; *Prevention; School Districts; Student Development; *Student Improvement

One of the greatest challenges facing today's district-level policymakers and educational leaders is helping America's youth avoid adverse outcomes such as school failure, substance abuse, teen pregnancy, and delinquency. This document describes an alternative policy approach to address these problems--the building of resiliency in youth. Rather than identifying the risk factors contributing to failure as traditional prevention efforts have done, some researchers have identified some common "protective factors" that help youth survive risky environments. Their findings argue for the development of policies and programs that aim by design to foster resilience in children and youth. Cross-cultural and interdisciplinary studies have identified the following personal traits commonly and communities, and outlines a systems change plan that has been successfully utilized in school districts throughout New Hampshire. Section 2 deals with practices at the classroom and individual student levels. It provides examples of transitioning students from separate, special education placements into typical age-appropriate classes in the neighborhood school; offers general guidelines on making inclusion work in the classroom; outlines a process for modifying the regular curriculum so that all students are active participants in classroom activities; describes ways of expanding classroom routines to create opportunities for students to learn skills not typically addressed in the regular curriculum; and suggests ways of providing unique student supports in regular education settings. An appendix lists 33 suggested resources. (DB)

ED 387 964 EC 304 318

Obiakor, Festus E.; And Others
Collaboration, Consultation and Cooperation: 3 Cs for Multicultural General and Special Education.
PUB DATE- 20 Oct 95
NOTE- 12p.; Paper presented at the Annual Conference of the Kansas Federation of the Council for Exceptional Children (Hutchinson, KS, October 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consultation Programs; *Disabilities; *Educational Cooperation; *Educational Principles; Elementary Secondary Education; Futures (of Society); Inclusive Schools; Models; *Multicultural Education; *Regular and Special Education Relationship; School Demography; Special Education
IDENTIFIERS- *Teacher Collaboration

Changes in the social demography of the United States call for increasing multicultural collaboration, consultation, and cooperation at educational and leadership levels. General and special educators must learn to collaborate, consult, and cooperate with each other if they are serious about addressing local, national, or global problems. The Comprehensive Support Model is proposed as a way to connect family, schools, and the community to foster educational excellence. Ten guiding principles for use by general and special educators attempting to collaborate, consult, and cooperate are presented, including, among others: an inclusive classroom is a classroom that values cooperative learning and teaching; all service providers have to relate to each other with the student as the dominant person; both caring and sharing are important; and the strategic positions of people must be respected and expectations of them must not alienate or label them as individuals with deficits. (Contains 21 references.) (DB)

ED 387 965 EC 304 319

Glang, Ann; And Others
Home/School Support for Families and Children with Traumatic Brain Injury. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 248p.; For individual report components separately analyzed, see EC 304 320-323. Appendix D: "Stress Management Manual" is not included.

the role of a catalyst, enhancing the interaction between research and practice; should focus on a "best practice" approach; and should be organized to balance needs of the academic community with needs of the disabled community. (DB)

ED 387 983 EC 304 337

Hulgin, Kathy; And Others
Housing for People with Severe Disabilities: A Collection of Resource Materials.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 95
NOTE- 41p.; For earlier edition, see ED 336 915.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Services; Cooperatives; Federal Aid; *Financial Support; *Housing; Independent Living; Individual Needs; *Low Income; Organizations (Groups); Program Development; Resources; *Severe Disabilities; State Aid; State Federal Aid; *Trusts (Financial)
IDENTIFIERS- Medicaid

This information packet is intended to help providers within the developmental disability service system, individuals with severe disabilities, and families of these individuals in the effort to tap general housing resources. The importance of separating housing and support services is stressed, to prevent dependence on one agency's funding policies and support. The packet is divided into four sections: (1) trusts and housing (including housing trust funds and community land trusts); (2) housing subsidies (including federal "mobile" Section 8 subsidies, "bridge" subsidies through state or local offices, and individual subsidies in conjunction with Medicaid waiver services); (3) housing associations and cooperatives; and (4) organizations/general resources concerned with housing options (including those that specifically focus on community living for people with disabilities and those that focus on low and moderate income housing). Each section is further divided into organizations and resource materials. Each organizational listing includes organization name, address, telephone number, contact person, and a description (based on telephone interviews and review of written resources). For resource materials, information provided includes title, author, publication date, source, telephone number, and descriptive annotation. (DB)

ED 387 984 EC 304 338

Huebner, Kathleen Mary, Ed.; And Others
Hand in Hand: Selected Reprints and Annotated Bibliography on Working with Students Who Are Deaf-Blind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 300p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Annotated Bibliographies; *Basic Skills; Check Lists; Child Development; Children; Classroom Environment; *Communication Skills; Daily Living Skills; *Deaf

Educational Change; *Educational Objectives; *Educational Policy; Educational Quality; Elementary Secondary Education; Federal Legislation; Government School Relationship; Models; Outcome Based Education; *Outcomes of Education; Parent Attitudes; Program Effectiveness; Special Education; State Programs

IDENTIFIERS- Goals 2000; National Center on Educational Outcomes; Opportunity to Learn

This book on the results of education for students with disabilities considers a number of issues, including what outcomes should be expected and how they should be measured and reported, school reform, the possible role of Goals 2000/Educate America Act, and alternative views on identifying outcomes and setting standards such as those of the National Center on Educational Outcomes. Chapters include: "Outcomes: Watch Your Language!" (James E. Ysseldyke and Martha L. Thurlow); "Federal Policy and Educational Reform: Achieving Better Outcomes for Students with Disabilities" (Louis C. Danielson and David B. Malouf); "Have We Made Progress in Fifteen Years of Evaluating the Effectiveness of Special Education Programs?" (Kenneth Olsen); "What Results Should Be Measured To Decide Whether Instruction Is Working for Students with Disabilities?" (James E. Ysseldyke and Martha L. Thurlow); "National Outcome Data Collection Programs: How They Can Be Used at the Local Level" (Kevin S. McGrew); "Opportunity-to-Learn Standards" (James E. Ysseldyke et al.); "What Is OBE and What Does It Mean for Students with Disabilities?" (Carol B. Massanari); "A State Level Approach to Gathering Data" (LaMonte Wyche, Sr. et al.); "Consensus Building" (Michael L. Vanderwood and Ron Erickson); "A Guide to Developing and Implementing a System of Outcomes and Indicators" (Martha L. Thurlow et al.); "The Contributions of Related Services Personnel to School Reform Efforts" (Elizabeth Hyde); "Broadening Educational Outcomes beyond Academics" (James G. Shriner); "Desired Results of Second Chance Programs" (Cheryl M. Lange and James E. Ysseldyke); "Stakeholder Reactions to Developing a Model for Early Childhood" (Cheri J. Gilman); "Beyond Traditional Standards: A Personal Perspective" (Nancy Verderber); "Parental Perspectives on Educational Outcomes" (Ann P. Turnbull and Janet R. Vohs); and "Future Directions in the Education of Students with Disabilities" (Martha L. Thurlow et al.). (Individual chapters contain references). (SW)

ED 388 003 EC 304 358

Bley, Nancy S.; Thornton, Carol A.
Teaching Mathematics to Students with Learning Disabilities. Third Edition.
PUB DATE- 95
NOTE- 486p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Decision Making; Elementary Secondary Education; *Learning Disabilities; Mathematical Applications; *Mathematics Instruction; Mathematics Skills; *Problem Solving; Teaching Methods; Thinking Skills

This book explores teaching techniques and adaptations that have proven effective in teaching mathematics concepts and skills to students with learning disabilities, with a focus on reasoning methods rather than algorithmic calculation. Emphasis is placed

Monograph 94110.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 235p.; Executive Summary on p.ix-xxvi also published separately.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Delivery Systems; Demonstration Programs; *Educational Quality; *Gifted; *Grouping (Instructional Purposes); Longitudinal Studies; Mainstreaming; Outcomes of Education; Participant Satisfaction; Primary Education; Program Effectiveness; Program Evaluation; Qualitative Research; Special Classes; Special Schools; Standards; Student Placement; *Teaching Models

This report describes an extension of the Learning Outcomes Study (a nationwide longitudinal investigation of 1,010 students just entering programs for gifted learners in grades 2 and 3) to investigate excellence within each of the four program types considered: within-class programs, pull-out programs, separate classes, and special schools. The qualitative extension focused on an "exemplary" model from each of the program types. Two program evaluation tools, the Program Profile Form and Program Satisfaction Survey (with versions for students, parents, teachers, and administrators), were created to document key program components. Program profiles included a description of each program's setting and general procedures (identification process, curricular options, staff selection, school demographics) and five criteria: leadership, atmosphere and environment, communication, curriculum and instruction, and attention to student needs. In addition, ways that all selected programs addressed the needs of diverse populations of students were addressed. Appendices provide additional information on program demographic information, program profiles, the interview questions used, the program satisfaction surveys, and other research aspects of the study. Executive Summary is also published separately. (Contains approximately 95 references.) (DB)

ED 388 020 EC 304 375

Frasier, Mary M.; Passow, A. Harry
Towards a New Paradigm for Identifying Talent Potential. Research Monograph 94112.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 97p.; Executive Summary on p.vii-xix also published separately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Behavior Patterns; *Cultural Differences; Cultural Influences; Economically Disadvantaged; Educational Legislation; Elementary Secondary Education; Ethnic Groups; Federal Legislation; *Gifted; Limited English Speaking; Minority Groups; Models; *Student Characteristics; Student Evaluation; *Talent; Talent Identification
IDENTIFIERS- *Jacob K Javits Gifted Talented Stdnt Educ Act 1988

This monograph presents a paradigm for identifying giftedness

(120)
DESCRIPTORS- Classical Literature; *Cognitive Mapping; Danish; English; Foreign Countries; French; German; Latin; *Metalinguistics; Swedish; *Text Structure; Uncommonly Taught Languages
IDENTIFIERS- Sweden

This study measured the analysis of verbal flows by means of volume-elasticity measures and the analysis of information flow structures and their representations in the form of a metaphysical cube. A special purpose system of computer programs (PERTEX) was used to establish the language space in which the textual flow patterns occurred containing the perspective and objective invariants. This system was applied to Tacitus' Germania as well as five different translations of the Latin text. Results demonstrate that the texts can be contrasted on the basis of six different metaphysical cubes containing the boundary conditions. Kinetic flow patterns were also coupled to kinematic flow patterns to demonstrate if and to what extent predictions can be made over levels of analysis. The outcome was a similitude between degree of forcefulness in text writing and degree of defensive thinking. A "limes of thought" is demonstrated between Swedish, Danish, German on one hand and Ancient Roman, French, and British on the other. Appendix includes texts used and results from text surface feature sorting. (Contains 18 references.) (Author/NAV)

ED 388 039 FL 023 277

Thompson, Irene
A Study of Inter-rater Reliability of the ACTFL Oral Proficiency Interview in Five European Languages: Data from ESL, French, German, Russian, and Spanish.
PUB DATE- 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English (Second Language); Evaluators; French; German; Interpersonal Communication; *Interrater Reliability; *Language Proficiency; *Language Tests; *Oral Language; Questioning Techniques; Russian; Spanish; Testing
IDENTIFIERS- *ACTFL Oral Proficiency Interview

This report addresses the reliability of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), not as a measure of speaking ability, but rather as practiced by testers trained by the ACTFL, such as by the Interagency Language Roundtable (ILR), in English as a Second Language (ESL), French, German, Russian, and Spanish. Inter-rater consistency was measured by Pearson product-moment correlation coefficients and by a modified Cohen's kappa. Pearson coefficients were highly significant and remarkably similar in all five languages; Cohen's kappa results were also significant. Study results also confirm that interaction with the interviewee presents a source of variance in the assessment of speaking ability and that some levels of speech performance are simply harder to rate than others. Findings suggest that similarities and differences existed in the five languages that were difficult to explain and that inter-rater disagreement was very frequent and dependent on the level. It is concluded that a large and heterogeneous group of ACTFL-trained oral proficiency interviewers can apply the OPI in the five

Education; Tables (Data)
IDENTIFIERS- Employer Surveys; *Pennsylvania (Bedford County)

In the summer of 1995, 371 establishments in Bedford County, Pennsylvania, were surveyed regarding their opinions of the quality of the local work force. The purpose of the study was to provide evaluation data for planning and curriculum development at the secondary and post-secondary school levels. Forty-three percent of the employers responded. Among the major study findings were the following: (1) nearly 9 of 10 establishments use informal on-the-job training, and 6 of 10 establishments use formal in-company programs to train employees; (2) half of all workers use computers at least once weekly; (3) county workers need additional education and training; (4) demand for training is highest in the areas of communication, management, marketing, computers, and computation skills and lower in the areas of technical or mechanical training; (5) most employers want college-level educational opportunities for their workers; (6) although most employers believe that their employees would benefit from additional preparation, most are generally satisfied with the quality of the county's work force; (7) more than one-fourth of the respondents have received work force training assistance from a public/nonprofit organization during the past 2 years; and (8) employers rate the quality of Bedford County schools as good. (Eighteen tables/figures are included. The survey instrument and cover letter are appended.) (MN)

ED 387 599 CE 069 918

Quintero, Nathalie
From Seniority to Employee Competencies: A New Approach to Negotiating Career Paths.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Career Development; *Competence; Employment Level; Employment Patterns; *Evaluation Criteria; Foreign Countries; *Job Performance; *Personnel Evaluation; Promotion (Occupational); Trend Analysis
IDENTIFIERS- *Career Paths; *France

In France, career paths are negotiated not just on the industry level but also within companies. Since the passage in 1982 of the Auroux Laws, which require companies to undertake annual negotiations regarding real wages, real working hours, and the organization of work time, there has been a trend toward creation of individualized career paths. The criteria for career advancement have also changed. Career advancement is no longer based on seniority alone but is instead becoming increasingly dependent on the competencies that individual workers have acquired within their companies. The growing emphasis on employee competencies has increased the importance of continuing education and training and has also increased the importance of experience and versatility among the criteria for advancement. Larger French companies have already begun developing very comprehensive arrangements for individualizing forms of employee advancement and creating a mechanism to recognize competencies acquired through training within the job classification system. At many companies, however, the practice of individualizing career paths coexists with more traditional forms of advancement through seniority. A whole group of evaluation grids must now be created to ensure that employee

Enhancing Communication Skills in Team Projects.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; *Communication Skills; Cooperation; Cooperative Learning; Group Dynamics; Higher Education; *Interpersonal Competence; Participative Decision Making; *Student Projects; Systems Analysis; *Systems Development; *Teamwork

Fifty small businesses and organizations within an 800-mile radius of southern Illinois were surveyed to determine what businesses consider the most important characteristics of a team player; 94 percent responded. These characteristics were incorporated into a course during which teams of students were to complete a project that involved each team analyzing a business system and writing a system proposal. Once the system proposals were accepted, teams wrote programs and tested and ran the system. The project required them to do interviews, pricing (hardware, cabling, networks), and research. Major conflicts were resolved at roundtable discussions. Team members evaluated each other six times during the semester. Instructors summarized feedback and gave them to each team member to enable them to improve their nonparticipation or poor work quality. Open communication was encouraged through brainstorming sessions, open group discussions, and team presentations held by the instructor during the semester. Students were surveyed to see if methods were successful in helping to improve their communication skills. Ninety-one students were surveyed in the spring of 1992, 1993, and 1994. Findings indicated team projects could enhance communication. (YLB)

ED 387 618 CE 069 980

VanLandingham, Paul G.
How Has Vocational Culinary Arts Changed as a Result of a Redesign of the Education System.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooking Instruction; *Cooks; *Educational Change; Educational Legislation; Federal Legislation; Food Service; Postsecondary Education; Secondary Education; Two Year Colleges

Vocational education reforms that followed passage of the Carl D. Perkins Vocational Education Act of 1963 initiated the development of many new vocational culinary arts programs that trained high school students with state-of-the art equipment. When the National Consortium of Competency Based Education was established in 1973, it changed the form of instructional methods from occupational to competency based. The redesign of the educational system has changed the culinary industry tremendously. The role of the chef has taken on many new responsibilities. People who enter the food service profession are much better educated. With a higher standard of education and a systematic approach to training, cooks and chefs are now recognized as professionals by the U.S. Department of Education. The desire to improve and provide a base for career education has resulted in a training program for cooks and chefs put together by the Educational Institute of the American

Information Support Specialist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 75p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Oriented Programs; Computers; Economics; Employment Potential; High Schools; Information Management; *Information Scientists; *Information Services; *Job Skills; *Office Automation; Office Occupations Education; Postsecondary Education; Small Businesses; Supervision; Teamwork; *Tech Prep

This publication contains 22 subjects appropriate for use in a competency list for the occupation of information support specialist, 1 of occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 22 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; computer operations; software methodology; operating systems; application programming and design; network operations; basic mainframe concepts; computer hardware design; and supervision. (YLB)

ED 387 638 CE 070 012

Microcomputer Applications Specialist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 54p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Oriented Programs; *Computer System Design; Economics; Employment Potential; High Schools; *Job Skills; Microcomputers; *Office Automation; Office Occupations Education; Postsecondary Education; *Programming; Small Businesses; Supervision; Teamwork; *Tech Prep

This publication contains 16 subjects appropriate for use in a competency list for the occupation of microcomputer applications specialist, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 16 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions;

continuous rather than just initial training, and improved teaching in VTE. There was considerably less consensus regarding strategies to meet those needs. It was concluded that the OECD must determine how the actions of different government ministries, employers, and labor unions influence the effectiveness of VTE and to stimulate conversations within countries about the need for coordination among the various groups whose decisions influence the effectiveness of VTE. (MN)

ED 387 655   CE 070 034

Lawton, Dennis
The Changing Role of Vocational and Technical Education and Training (VOTEC). Assessment, Certification and Recognition of Occupational Skills and Competences. General Report.
PUB DATE- Apr 93
NOTE- 33p.; Report of a Policy Seminar organized by the Portuguese Ministery of Education and the OECD (Oporto, Portugal, October 27-30, 1992). For related documents, see CE 070 024-033.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Policy; Educational Practices; Educational Trends; Education Work Relationship; *Employment Qualifications; *Evaluation Methods; Foreign Countries; International Educational Exchange; *Minimum Competencies; Policy Formation; Postsecondary Education; Role of Education; Secondary Education; Seminars; *Student Certification; *Student Evaluation; Synthesis; Trend Analysis; *Vocational Education
IDENTIFIERS- Organisation for Economic Cooperation Development; United States

More than 120 delegates representing 22 Organisation for Economic Cooperation Development (OECD) member countries met to discuss policies regarding assessment, certification, and recognition of occupational skills and competencies in view of the changing role of vocational education and training. The following themes were discussed in the plenary sessions and working groups: pedagogical and didactic implications of different approaches to assessment and certification; the role of assessment and certification in the functioning of training and labor markets; portability and transferability of qualifications; and implementation of assessment, certification, validation, and accreditation. Common trends and problems in assessment, certification, and recognition of occupational skills/competencies in OECD member countries were identified and a list of policy proposals was formulated. Among the policy proposals were the following: match assessments to curricula and not vice versa; facilitate parity of and switching between academic and vocational education; when planning training, focus on long-term rather than immediate needs; encourage qualifications that are recognized both nationally and internationally; and design assessment procedures to facilitate access for those groups that have traditionally experienced difficulty with education and training. (Appended are the following: project proposal, list of documents presented, and list of themes for discussion.) (MN)

ED 387 656   CE 070 043

Cohen, Norman H.
Mentoring Adult Learners: A Guide for Educators and Trainers. Professional Practices in Adult Education and Human Resource

ED 387 674 CE 070 074

Wikelund, Karen Reed
Motivations for Learning: Voices of Women Welfare Reform Participants. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 364 748.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Attitude Change; *Career Education; Educational Attainment; *Educational Attitudes; Education Work Relationship; Individual Characteristics; *Learning Motivation; Mothers; *Outcomes of Education; Participant Characteristics; Participant Satisfaction; Participation; *Welfare Recipients; Womens Education

Twenty-seven female welfare recipients who had been forced to enroll in a career and life planning class or lose their welfare benefits were observed in class for 1 month in 1972. Five to 6 months after the class, 15 of the women were interviewed in informal small group and one-on-one conversations and formal open-ended individual interviews focusing on their learning experiences, activities since the class, progress toward their identified goals, previous educational history and perception of skills, plans for the future, and reasons for being on welfare. Among the key findings of the study were the following: (1) female welfare recipients required to participate in welfare reform educational programs soon discovered strong personal motivations to continue their literacy training; (2) participation in the education program improved the female welfare recipients' self-esteem, perceptions of their skills, interest in future education, and views of their job prospects; and (3) the welfare reform educational program worked because it focused on developing and changing the ways in which the participants perceived themselves and their educational opportunities. It was concluded that requiring welfare recipients to return to school is a potentially powerful tool for improving their job prospects and thereby reducing their dependence on public assistance. (MN)

ED 387 675 CE 070 075

Cohen, Elena; And Others
Literacy and Welfare Reform: Are We Making the Connection? NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 378 366.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Strategies; *Education Work Relationship; *Literacy Education; Policy; *Public Policy; State of the Art Reviews; *Welfare Recipients
IDENTIFIERS- *Welfare Reform

Available research and program studies were reviewed to determine the following: the current state of adult literacy programs serving welfare recipients, educational strategies that have

ED 387 692 CE 070 096

Dental Hygienist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 77p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Dental Evaluation; Dental Health; *Dental Hygienists; Disease Control; *Employment Qualifications; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Services; Medical Vocabulary; Negligence; Pathology; Physiology; Radiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of dental hygienist, lists technical competencies and competency builders for 13 units pertinent to the health technologies cluster in general and 9 units specific to the occupation of dental hygienist. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; and general administrative duties. The 9 units specific to the occupation of dental hygienist list a total of 77 competencies in the following areas: oral anatomy and pathology, chairside procedures, extraoral and intraoral examinations, preventive oral hygiene procedures, dental morphology, dental radiography, preventive dental assisting procedures, dental specialties, and dental hygiene. (MN)

ED 387 693 CE 070 097

Dental Laboratory Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 69p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Biomedical Equipment; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; *Dental Technicians; Disease Control; *Employment Qualifications; Equipment Utilization; Ethics; First Aid; High Schools; Human Relations; Laboratory Technology; Legal Responsibility; Malpractice; Medical Services; Medical Vocabulary; Negligence; Pathology; Physiology; Radiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech steps described in building this service program can be used in other communities that are interested in developing a volunteer youth and adult pal program. Essential to the effectiveness of Cal-Pal is community consensus between youth, parents, school and non-school leaders that a need exists for an individual friendship program. Beyond being aware of the need, a match-up program at the county level requires the commitment of many people who make their time and talent available to Cal-Pal service. Rural school social workers, by training and experience, are able to play a part in building interdisciplinary cooperation, assessing community needs, facilitating teamwork in group planning, and supporting the ongoing goals of the developing community service program. (RJM)

ED 387 711 CG 026 048

Wheeler, Terrence; And Others
Conflict Management in Schools: Sowing Seeds for a Safer Society. Final Report of the School Conflict Management Demonstration Project 1990-1993.
PUB DATE- May 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Conflict Resolution; *Educational Environment; Elementary Secondary Education; Interpersonal Communication; Prevention; *Problem Solving; School Safety; *School Security; Violence
IDENTIFIERS- *Conflict Management; *Ohio; Peer Mediation

In August 1990, the Ohio Commission on Dispute Resolution and Conflict Management initiated a three-year School Conflict Management Demonstration Project. This publication is the final report on the Project. Twenty schools, which reflected the state's diversity, were selected to help assess the impact of the conflict management programs. The results of these programs were assessed by analyzing information gathered from student questionnaires, disciplinary reports, and interviews conducted by independent researchers. The report describes five basic principles of school conflict management programs, and explores notions such as conflict is natural and behavior can be changed. It also outlines the need for conflict management programs and details the types of programs used to manage conflict in the schools, such as the mediation approach, the classroom approach, and the comprehensive approach. Also reported are the findings of the Project, which include decreases in disciplinary action, suspensions cut in half, and improved school climates. Finally, a vision for how conflict management can benefit the state's children and youth is presented. School-related materials available from the Commission are listed. (RJM)

ED 387 712 CG 026 105

An Integrated Community Approach to Truancy. Promising Programs Profile.
PUB DATE- 95
NOTE- 6p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994). Contains some broken and smudged type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

related to society's expectations of women, and others are related to the workplace itself. The most limiting and pervasive barrier is "sex role socialization's impact on the child's developing self-belief system" (Hollinger, 1991). This questionnaire study examines seven female adolescent college students (three African-Americans, and four Caucasians) identified as gifted in elementary school. The subjects participated in gifted and Advanced Placement programs for an average of six years in rural Georgia. For the most part, the gifted females in this study did not articulate marriage and family plans as influences on their choices of major or career aspirations, but the influence is evident. It is also notable that all participants in the study plan to be employed as adults and generally expect to be in partnership relationships where tasks within the home are shared with their partners. Finally, although none of the participants had to limit their career aspirations due to a lack of mathematics or science preparation, their dislike for mathematics did limit their career aspirations. Further investigation of these findings is recommended to understand their significance. Two tables present participants' pre-college influences and current status. The National Career Development Association (NCDA) questionnaire is appended. Contains 10 references. (KW)

ED 387 731 CG 026 510

Burchyski, Melody M.
Development of a Quantitative Evaluation System for an Ecologically Based Problem Solving Parent Education Curriculum.
PUB DATE- 95
NOTE- 60p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conflict Resolution; *Discipline Problems; Evaluation; *Evaluation Criteria; Evaluation Methods; Intervention; Parent Attitudes; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Participation; Parent Workshops; Problems; *Problem Solving; Young Children

The "Discipline That Doesn't Hurt!" parent education curriculum has been taught by approximately 100 trained volunteers to nearly 3,000 parents over the past 4 years. Three different evaluation forms have been created and used, yet none of these instruments have shown whether parents who have completed the series are better able to analyze the root cause of behavior conflicts. This quantitative evaluation form presents parent participants with behavior conflict scenarios and asks them to choose the response they would most likely use. An Evaluation Report form is included to share the results with the volunteer trainers. A pre-test and post-test are now a regular part of the series of classes presented in the curriculum. Following completion of both the pre-test and post-test by a class, each test is scored and the results are shared with the volunteer trainer on the Evaluation Report form. Through analysis of specific questions on the form, the trainers can become aware of areas of the curriculum needing more emphasis. The curriculum, with the newly developed evaluation system, is being marketed to County Extension offices and parent education programs nationwide. Appendices include the pre-test, the post-test, and the evaluation report form. Contains 17 references. (Author/KW)

ED 387 732 CG 026 511

be uncertain of their eligibility for admission. Chapters include: (1) Introduction; (2) Handbook Steering Committee; (3) The Application Process; (4) Students' Rights and Responsibilities in the College Admissions Process; (5) Career Development and Educational Planning Programs and Services; (6) Support Services for Students With Special Needs; (7) The Articulation Coordinating Committee; (8) How to Appeal a Student Admission or Transfer Difficulty; (9) The Statewide Course Numbering System; (10) Financial Aid; (11) The Florida Community College System; (12) The State University System of Florida; (13) The Independent Colleges and Universities of Florida; (14) Designated Area Vocational-Technical Education Centers; and (15) Designated Area Vocational Education Schools. (JBJ)

ED 387 751 CG 026 534

Khinduka, Shanti K.
Social Work Program Review: State University System of Florida. Consultant's Report and Recommendations.
PUB DATE- May 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Evaluation; Educational Assessment; Faculty; Graduate Study; Higher Education; Mental Health Workers; Program Effectiveness; *Program Evaluation; *Social Work; Social Workers; Undergraduate Study
IDENTIFIERS- *State University System of Florida

This review of graduate and undergraduate social work degree programs in the State University System of Florida (SUS) focuses on quality of curriculum, composition and caliber of students and faculty, nature and adequacy of facilities and resources, and overall progress of social work education since the previous program review in 1988. Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University house the social work programs which are accredited by the Council on Social Work Education. Each school and department has specified its educational objectives carefully and each attempts to asses its outcomes systematically. The following state-wide concerns surfaced during the review: (1) almost all programs need additional full time faculty; (2) institutional culture that promotes research and scholarship seems to be absent; (3) resources for office and classroom space, support staff, library acquisitions, faculty travel, and office equipment were grossly inadequate at a number of institutions; (4) without a firm commitment of additional resources it would be inadvisable to start new degree programs; and (5) the SUS institutions should also address the issue of faculty benefits and autonomy. (JBJ)

ED 387 752 CG 026 538

Davies, Kurtland; Cohen, Michael J.
Reconnecting with Nature: Educational Self-Esteem Sensory Activities for Reducing Drug Use and Irresponsible Relationships in Students at Risk.
PUB DATE- 95
NOTE- 9p.; Excerpted from "Reconnecting with Nature," by Michael J. Cohen, see CG 026 589.
LANGUAGE- English

Chapters are: Sharing the Past--and the Future?; Summary; Understanding the Anti-Bullying Process; The Role of the SOED (Scottish Office Education Department); Nationwide Themes and Strategies; A Tour of Local Authority Action; Input from the Teacher Education Institutions; Anti-Bullying and the Independent Sector; and Future Action. Appendixes describing anti-bullying programs, resources, and actions account for about one-fifth of the document. Contains 62 references. (JBJ)

ED 387 770 CG 026 585

Wickwire, Pat Nellor, Ed.
CACD Journal, 1994-95.
PUB DATE- 95
NOTE- 75p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conflict; Conflict Resolution; *Counseling; Counseling Techniques; *Counselors; Counselor Training; *Cross Cultural Studies; Elementary Secondary Education; *Guidance; Models; Periodicals; Pharmacology; Professional Associations; *School Counselors; *Supervision

This issue of the CACD Journal includes theoretical proposals and practical reports of initiatives for innovation and change in the counseling profession. A theme feature section, "Reframing School Guidance and Counseling," examines changes in the state, district, and school. An additional feature section, "The Personal Side of Counseling," highlights feelings, opinions, and attitudes within and about the counseling profession. The following articles appear: "A Model for Self-Supervision in Counselor Education" (Gold); "Polarity Analysis and Management: An Alternative Approach to Unsolvable Problems and Unresolvable Conflicts" (Hurst and VanderVeen); "Cross-Cultural Comparison of College Students in Taiwan, Philippines, and the United States on the Inventory of Counseling and Development" (Salazar-Liu, Andberg, Michelucci, and Giddan); "Incorporating Behavioral Medicine into the Counselor Education Curriculum" (Gill-Wigal, Thorne, and McBee); "A Comparison of Screening Procedures in CACREP and Non-CACREP Programs" (Bradey); "The Long Lever: Reframing Guidance in Arizona Schools" (Johnson and Ammon); "Developing a District-Wide Outcome-Based Guidance Program" (Maliszewski, Pilkington, and Radd); "Who Is Your Counselor? Does it Really Matter?" (Lehmanowsky); "The Helping Person's Credo" (Levy); "Binding Pact" (Rizk); "A Proposed Category for the Diagnostic and Statistical Manual of Mental Disorders (DSM): Pervasive Labeling Disorder" (Levy). (JBJ)

ED 387 771 CG 026 586

Boland, Pat, Ed.
Gender Stereotypes: The Links to Violence. Equity in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; Behavior Standards; Crime; *Crime Prevention; Elementary Secondary Education; Equal Education; Homicide; *Intervention; Norms; Prevention; Rape; *Sex Bias; *Sex Differences; Sex Role; *Sex Stereotypes; Social Behavior;

Brief Metacognitive Intervention and Interest as Predictors of Memory for Text. Reading Research Report No. 35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 3; Instructional Effectiveness; *Metacognition; Predictor Variables; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Interests; Reading Research; Recall (Psychology)
IDENTIFIERS- Georgia

A study examined how topic interest and brief metacognitive strategy instruction affected learning from reading. Subjects were 81 third graders (33 females, 48 males) randomly assigned to 4 groups. All the students attended 1 of 10 third-grade classes in an elementary school located in a middle- and lower-socioeconomic status area in central Georgia. The students participated in an 8-week instructional program in which half of the children received metacognitive instruction and half of the children received no instruction. Half of the children in each group read in areas of their interest and half read in areas that were not of interest. Brief metacognitive strategy instruction, and not topic interest, was found to have the only effect on children's ability to recall information from texts they had read. Children in the metacognitive strategy instructional program were likely to reread books if they had low prior knowledge in the subject area. This was not the case for children in the control group. (Contains 22 references and 2 tables of data.) (Author/RS)

ED 387 792 CS 012 289

Hoffman, James V.; And Others
Reading Instruction in First-Grade Classrooms: Do Basals Control Teachers? Reading Research Report No. 43.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Grade 1; Primary Education; Reading Research; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Deskilling; Teacher Beliefs Study; Texas (South)

A study described first-grade teachers' beliefs and practices about reading instruction. Drawing from interview and observational data, 16 teachers from 4 districts in south-central Texas were placed on a continuum from skills-based to literature-based in relationship to their use of the basal. Only 2 teachers were found to rely solely on the basal, while 3 teachers enhanced the basal with literature, and 4 teachers used only literature in the reading instruction. Six teachers enhanced their basal use with additional skills and one teacher relied on skills only in her reading instruction. This diversity of teaching beliefs and practices was corroborated by questionnaire data from a larger sample of teachers. Next, a framework developed by M. Belenky and others was used to categorize teachers' ways of knowing. Findings showed one teacher to be a "silent knower," six were "received knowers," one was a "subjective knower," seven were "procedural knowers,"

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Descriptive Writing; Discourse Analysis; Ethnography; *Expository Writing; Higher Education; Literary Criticism; *Narration; *Research Tools; Rhetoric; Scientific Methodology; Scientific Research
IDENTIFIERS- *Discourse

Over the last 3 decades or so, English and its related disciplines of Rhetoric and Composition have adopted new tools of research--tools other than the traditional ones of narrative and description. These other tools are empirical or scientific, those that are common to the social sciences, including experiments, case studies, surveys, and think-aloud protocols. The response to this infusion of scientific method has been mixed. It is possible that stories do have their place in scholarship. Scholars do not need to choose one research approach over and to the exclusion of another, since there is not really an inherent opposition among them. In fact, a strong case could be made that the narrative is the foundation out of which scientific inquiry emerges. If it is undeniable that narrative is a powerful discourse, that in one form or another it pervades human thought processes, the fact remains that the English discipline probably cannot live without scientific research, as it brings valuable, fresh perspectives to research. Russell Hunt's study of faculty and students' diverse interpretations of Graham Greene's "The Second Death" shows how narrative can be used responsibly, with a self-conscious sense of the limitations of the approach. (Contains 12 references.) (TB)

ED 387 812 CS 215 079

Kipfer, Barbara Ann, Ed.
21st Century Manual of Style.
PUB DATE- 93
NOTE- 364p.; Edited by the Princeton Language Institute.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - General (130),Books (010)
DESCRIPTORS- *English; *Grammar; Higher Education; Punctuation; Secondary Education; Spelling; *Writing Skills
IDENTIFIERS- *Stylistics; Writing Style

This comprehensive and innovative style manual has been designed to be clear and jargon-free, to serve as an alternative to the often confusing style manuals of years gone by. The manual is intended for use by students, professionals, and writers at any level. The manual, created by an expert in linguistics and lexicography, provides: (1) an A to Z dictionary-modeled format to eliminate time-consuming word searches; (2) rules of usage broken down into concise, easy-to-understand concepts; (3) authoritative, up-to-date answers to all questions on style, grammar, and usage; and (4) hundreds of trademarks, company names, geographical places, official titles, etc. A brief "How To Use" section at the beginning of the manual enlightens the student or general reader as to how to proceed. (NKA)

ED 387 813 CS 215 081

McCleary, Bill
Grammar Making a Comeback in Composition Teaching.
PUB DATE- Oct 95
NOTE- 5p.

book provides 24 step-by-step exercises to help them discover their writing style, explore new types of writing, experiment with genres, and evaluate their own work. The book also provides pragmatic information about the day-to-day realities of becoming a writer: finding the right publishers, preparing manuscripts for submission, getting paid, linking up with the writing community, and getting support form parents, teachers, and friends. A practical guide to starting and maintaining a writing career, the book presents suggestions and success stories from other young writers, proving that it is possible to be a real writer at any age. Chapters in the book are: (1) The Land of the Imagination; (2) Identifying the Writer Within; (3) Learning about Genres; (4) Playing with Your Imagination; (5) Finding the Right Publishers; (6) Preparing Your Manuscript; (7) Your Money and Your Publishing Rights; and (8) Connecting with the Writing Community. An index is included. (RS)

ED 387 831   CS 215 116

Dumond, Val
Grammar for Grownups.
PUB DATE- 93
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grammar; Higher Education; Language Patterns; *Language Usage; Persuasive Discourse; *Sentence Structure; Spelling; Writing Exercises; Writing Skills
IDENTIFIERS- Writing Style

Noting that grammar is alive, changing, and controversial, this book offers a combination of guidelines and creative language use for people who have already been exposed to the rules of grammar to help them start building their own style of speaking and writing. The first part of the book "Recalling the Parts of Speech," provides a review of the major parts of speech. The second part, "Punctuation," reviews the punctuation marks that serve as guideposts to writing clear messages. The third part, "Creating Your Own Style," deals with putting all of the guidelines to work, presenting chapters on troublesome words, structuring sentences, building paragraphs, guides to better spelling, numbers, making a point, persuasive writing, nonsexist language, and grammar glitches. Workbook sections at the end of each chapter present exercises to practice the topics discussed. An appendix offers answers for these exercises. A 42-item resource list is attached. (RS)

ED 387 832   CS 215 117

Mogilner, Alijandra
Children's Writer's Word Book.
PUB DATE- 92
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Education; Vocabulary Development; *Word Lists; *Writing for Publication; *Writing Skills
IDENTIFIERS- Authorship; Educational Writing; *Professional

Strong, Dee A.
Promoting "Inclusion" in a Multicultural Classroom through Structured Learning Exercises.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; College Students; *Cultural Differences; Higher Education; *Interpersonal Communication; *Learning Activities; *Multicultural Education; *Self Concept; Speech Communication; Student Needs
IDENTIFIERS- Diversity (Student); *Structured Learning

Instructors often employ the use of structured learning exercises (SLE) to enhance students' understanding of material being discussed in the classroom. As classes become more culturally diverse, it is important that instructors become aware of the changing dynamics of students' needs. These needs can often be met through SLEs. Many college campuses have developed a hybrid course that combines speech with interpersonal communication. This combination works well; many steps can be taken through interpersonal communication to prepare students for delivering speeches. The added dimension of culturally diverse classes provides instructors with the opportunity to use structured learning activities to promote inclusion among all students. Four effective SLEs are: (1) a questionnaire for self-analysis with questions such as, "How effective are you as an interpersonal communicator?" or, "Describe situations in which you have the most difficulty communicating with others"; (2) an activity in which students treat each other according to the labels that have been affixed to their foreheads; (3) a meat-and-potatoes dialogue in which partners ask each other personal questions about their self-esteem, their perception of others, and their degree of openness; and (4) impromptu speeches that might, for instance, ask students to explain why a cartoon is funny. (TB)

ED 387 851 CS 509 065

Gwinn, Crystal
Demonstrating Oral Language Strategies in Elementary Classrooms Increases Teacher Awareness of Language Diversity and Dynamics on Student Participation.
PUB DATE- 95
NOTE- 83p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Elementary Education; Inservice Teacher Education; Instructional Improvement; *Language Arts; *Learning Strategies; *Oral Language; Skill Development; *Student Participation; Teacher Attitudes
IDENTIFIERS- *Oral Learning

A practicum was designed to increase teacher awareness of how the diversity and dynamics of oral language impacted student participation in the classroom. Participation in classroom activities, such as following directions and group discussions, was influenced by each student's ability to express ideas and to remember, process, and retrieve information. To increase reasonably accurate picture of high school mathematics teaching across the country, there are significant limitations on such data, and at this point, policy uses for more than informational purposes would be inappropriate. The study represents a first step in ensuring that curriculum indicators are valid and reliable measures of instruction. Nine figures, 12 tables, copies of the surveys, and a sample daily log form are included. (Contains 39 references.) (LMI)

ED 387 870   EA 027 058

Butler, E. Dean
Challenges and Issues in Tennessee Education: A 1995 Profile.
PUB DATE- 21 Aug 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Early Childhood Education; *Educational Change; Educational Equity (Finance); *Educational Policy; Educational Technology; Elementary Secondary Education; Governance; Leadership; Parent Participation; Professional Personnel; Public Schools; School Safety; *State Action; *State Legislation; *Statewide Planning
IDENTIFIERS- *Tennessee

This report summarizes the key laws, policies, and regulations and current or persistent issues associated with Tennessee public education. Two major questions directed the inquiry: What were the principal educational policy developments in Tennessee in the 1980s and 1990s? and What major educational challenges and issues currently exist in Tennessee? Data were collected from a literature review, content analysis of documents, and interviews with state-education-agency personnel and state leaders. Two major waves of reform are discussed--the Better Schools Program, implemented during the 1980s, and 21st Century Schools, to be implemented around the year 2000. The following issues addressed by recent state initiatives are discussed: (1) national educational goals and content standards; (2) early childhood education; (3) connections between schools, work, and lifelong learning; (4) high school restructuring; (5) broad-based coalitions of educators, parents, business, and community leaders addressing school needs; (6) accountability standards and school-performance goals; (7) leadership development; (8) decentralized decision-making and strategic planning of educational improvements; (9) technological resources to support instruction, school management, and policy research; (10) preparation and certification of educational professionals; (11) school safety; and (12) equity funding. (Contains 93 references.) (LMI)

ED 387 871   EA 027 059

Johnson, Bob L., Jr.
Resource Dependence Theory: A Political Economy Model of Organizations.
PUB DATE- Sep 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Organizational Development; *Organizational Theories; Organizations (Groups); Power Structure; *Resource Allocation; *Resources; Social

Needs Students; Standardized Tests; *State Standards; Tables (Data)
IDENTIFIERS- *Maryland

This report presents performance data and the standards of performance that form the basis of school improvement in Maryland. The report reflects an accountability system that is central to the Maryland School Performance Program (MSPP) and that is designed to move the state toward high quality education. The report includes Maryland School Performance Assessment (MSPAP) data, along with standards for satisfactory and excellent performance in mathematics, science, reading, social studies, writing, and language usage in grades 3, 5, and 8. Data are provided on each county, including school-improvement notes. Data-Based Areas are used to measure school performance for school year 1993-94. The Data-Based Areas are divided into two categories--student performance and supporting information. Student-performance data include information on assessed knowledge, student participation, student attainment, and postsecondary decisions. The supporting-information section includes statistics on student population characteristics, first graders with kindergarten experience, students receiving special services, finance, staffing, instructional time, and comprehensive testing. A memorandum dated January 30, 1995, and that contains revised data for the report is included. (LMI)

ED 387 890 EA 027 084

Loyacono, Laura, Ed.
Transforming Education through the Arts. Proceedings of a Special Hearing on Arts and Education Reform in the States (Washington, D.C., January 12-14, 1995).
PUB DATE- Apr 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- *Aesthetic Education; *Art Education; Boards of Education; *Educational Objectives; Elementary Secondary Education; *Federal Government; *Federal State Relationship; Fine Arts; Partnerships in Education; School Restructuring; State Action

This document is an edited version of testimony presented to a special hearing on the role of arts education in education reform. A special committee of eight state legislators assembled to hear testimony from 12 organizations, including the National Endowment for the Arts and the U.S. Department of Education, the Council for Chief State School Officers, and the National Assembly of State Arts Agencies. The selected participants were divided into four panels--federal law and resources, the role of national arts organizations in supporting the national goals, the relationship between the arts and educational achievement, and the contributions of arts disciplines to educational reform. Testimonies include the following: (1) "The Role of the Arts in Goals 2000" (Sarah Howes, U.S. Department of Education); (2) "Partnerships in Education" (Scott Sanders, National Endowment for the Arts); (3) "State Arts Agencies as Catalysts for Reform" (Jonathan Katz, National Assembly of State Arts Agencies); (4) "Community Reform Efforts" (Robert L. Lynch, National Assembly of Local Arts Agencies); (5) "Building Collaboration Through Arts Alliances" (Nadine Saitlin, Kennedy Center Alliance for Arts Education Network); (6) "One Ticket, One Child, Endless Possibilities" (Karen Evans, American Arts Alliance); (7) "One

Delaware; (4) Dr. Diane Ravitch; (5) Ohio Representative Thomas C. Sawyer; and (6) Al Shanker. (LMI)

ED 387 909 EA 027 105

Daresh, John C.; Playko, Marsha A.
Alternative Career Formation Perspectives: Lessons for Educational Leadership from Law, Medicine, and Training for the Priesthood.
PUB DATE- Oct 95
NOTE- 54p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Salt Lake City, UT, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; Codes of Ethics; *Educational Administration; Graduate Study; Higher Education; Law Schools; Leadership Training; *Legal Education (Professions); *Medical Schools; *Professional Development; Professional Occupations; Socialization; *Theological Education

One of the suggestions for improving the professional development of school leaders is to adopt some of the practices used in other professional fields. This paper explores three models of professional development traditionally followed in medicine, law, and the Catholic priesthood to assess the extent to which these approaches are likely to improve the preparation of aspiring school administrators. A review of literature for the following areas is presented first: the needs of beginning principals; the nature of ongoing professional development for educational administrators; preparation programs for other professions; and sociological analyses of professional occupations. A conclusion is that the medical, legal, and priestly models share the following characteristics: focus, selectivity, commitment, and intensity. Each of the models is directed toward a clear focus and well-identified roles, and each exercises great selectivity in terms of student selection and retention, clinical sites, faculty selection, and program assessment. Each requires new members to make public statements of personal commitment and to engage in a full-time, intensive pursuit of the profession. The paper does not advocate the wholesale adoption of one professional-preparation model, but instead proposes that educational administration be thought of as a profession. And, if it is a profession, is school leadership really valued as a way to improve the effectiveness of schools? Appendices contain examples of a law-school and a medical-school plan of studies. Two figures are included. (Contains 84 references.) (LMI)

ED 387 910 EA 027 106

Kelley, Carolyn; Odden, Allan
Reinventing Teacher Compensation Systems. CPRE Finance Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

and consensus building are described in the third chapter. Chapter 4 discusses five steps for implementing a formal participatory governance plans, and chapter 5 describes obstacles to implementation. The final chapter addresses issues in site-based budgeting and staffing, assessment, and daily creative classroom interaction. Each chapter contains references. Information is included on National Training Associates, a training and consulting firm. (A list of 22 suggested readings is included.) (LMI)

ED 387 928 EA 027 125

Schools and Workplaces. An Overview of Successful and Unsuccessful Practices. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Economic and Educational Opportunities, House of Representatives.
PUB DATE- Aug 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; *Educational Research; Effective Schools Research; Elementary Secondary Education; Institutional Mission; *Organizational Climate; *Organizational Development; Organizational Theories; School Effectiveness; *Work Environment

This report by the United States General Accounting Office (GAO) summarizes research findings on what has and what has not been successful in schools and workplaces. Studies concerning successful organizations (elementary and secondary schools and firms in a wide range of businesses) and successful practices were reviewed. Most of the reviewed materials were published in 1990 or later. The studies were of uneven quality and used a variety of research designs and techniques. Findings indicate that successful schools and company workplaces had well-defined missions. They organized the work environment, human-resource practices, curriculum and instruction, or management processes in ways that supported that mission. The missions in schools focused on student learning. In company workplaces, successful work environments typically developed a set of core organizational values that were transmitted to all employees, fostering a sense of community throughout the organization. The extensive appendices contain annotated bibliographies of research on schools (N=41) and workplaces (N=50), which are categorized according to work environment, human resources, curriculum and instruction, and management practices. Lists of GAO contacts and staff acknowledgements are included. (LMI)

ED 387 929 EA 027 126

Galvin, Patrick F., Ed.; Johnson, Bob L., Jr., Ed.
Educational Issues in Utah: Governance, Legislation, Technology, and Finance. 1994-95 Conditions of Education in Utah Yearbook.
PUB DATE- Jul 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Mediated Communication; *Distance Education; Educational Change; *Educational Finance; *Educational Technology; Elementary Secondary Education; *Governance; Higher Education; Online Systems; *State Action;

associated with children and youth who overcome risks in their lives--social competence, resourcefulness, autonomy, and sense of purpose. These traits are reinforced by the following research-based educational practices that foster resiliency: (1) caring relationships that promote positive expectations and participation; (2) a curriculum that is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives; (3) instruction that focuses on a broad range of learning styles, builds from perceptions of student strengths, and is participatory and facilitative; (4) grouping practices that include ensuring inclusionary group practices such as mainstreaming, cooperative learning and peer tutoring; and (5) evaluation that focuses on multiple intelligences, utilizes authentic assessments, and fosters self reflection. The findings from research on resiliency offer a paradigm that relies less on an infusion of money than on changing existing beliefs and practices. One figure is included. (Contains 10 references and additional information on four organizations.) (LMI)

ED 387 947 EA 027 335

Manual on School Uniforms.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Discipline; *Discipline Policy; *Dress Codes; Elementary Secondary Education; School Safety; *School Security; *Social Control; Student Behavior; Student Rights; Student School Relationship; Violence
IDENTIFIERS- *School Uniforms

In response to growing levels of violence in American schools, many communities are deciding to adopt school-uniform policies as part of an overall program to improve school safety and discipline. This document provides the following guidelines for parents, teachers, and school leaders who may consider adopting a school-uniform policy: (1) Get parents involved from the beginning; (2) protect students' religious expression; (3) protect students' other rights of expression; (4) determine whether to implement a voluntary or mandatory policy; (5) consider whether to have an opt-out provision in the case of a mandatory policy; (6) do not require students to wear a message; (7) assist families that need financial help; and (8) treat school uniforms as part of an overall safety program. Proponents assert that school uniforms may decrease violence and theft among students over clothing; prevent the wearing of gang colors and insignia; instill student discipline; help students and parents resist peer pressure; help students focus on school work; and help school officials identify intruders. The document also highlights policy models implemented in schools in the following communities: Long Beach, California; Seattle, Washington; Richmond, Virginia; Kansas City, Missouri; Memphis, Tennessee; Baltimore, Maryland; Norfolk, Virginia; and Phoenix, Arizona. (LMI)

ED 387 948 EC 304 283

Custer, Susan; And Others
SMARTS (Studying, Memorizing, Active Listening, Reviewing, Test-

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Delivery Systems; Demonstration Programs; Elementary Secondary Education; Family Programs; *Family Relationship; *Family School Relationship; *Head Injuries; Inservice Teacher Education; *Intervention; Models; *Neurological Impairments; Respite Care; School Community Programs; *Stress Management; Stress Variables; Technical Assistance
IDENTIFIERS- Family Needs; *Oregon

This final report describes the Traumatic Brain Injury (TBI) Home/School Support project, an Oregon project which attempted to decrease stress in parents caring for school-aged children with TBI and to provide support to schools serving students with TBI. During its 3 years of development, the project involved over 50 families of children, ages 5-21, who had experienced a severe traumatic brain injury. In addition, nearly 200 educators throughout Oregon received inservice training and technical assistance. The multi-faceted model on which the project was based included both school-centered and child-centered goals focusing on issues in instructional planning and community participation. The model provided for coordinated family services from the Oregon Head Injury Foundation, a community psychology clinic, a parent-run respite care organization, and a public school-based information and referral program. Results of the project indicated that a combination of coordinated school/home efforts, respite care, case management, and parent training and counseling were of significant assistance to the parents of children with TBI. This report has sections on the project's goals and objectives, conceptual framework, the model and its participants, logistical problems and modifications, findings, impact, and sources of further information. Extensive appendices include articles and book chapters: "A Comparison of Two Psychosocial Interventions for Parents of Children with Acquired Brain Injury: An Exploratory Study" (George H. S. Singer and others); "Comprehensive Family Support for Behavioral Change in Children with Traumatic Brain Injury" (Joseph M. Lucyshyn and others); "Helping Parents Negotiate the School System" (Ann Glang and others); "Tailoring Direct Instruction Techniques for Use with Elementary Students with Brain Injury" (Ann Glang and others); "Training an Interdisciplinary Team in Communication and Decision-Making Skills" (Elizabeth Cooley); "Using Direct Instruction with Brain Injured Students" (Ann Glang and others); and "'You Can't Imagine Unless You've Been There Yourself': A Report on the Concerns of Parents and Children with Acquired Brain Injury" (George H. S. Singer and Charles Nixon). A retreat planning outline, a knowledge quiz, and a teacher questionnaire are also attached. (Contains approximately 190 references.) (DB)

ED 387 966 EC 304 320

Lucyshyn, Joseph M.; And Others
Comprehensive Family Support for Behavioral Change in Children with Traumatic Brain Injury.
PUB DATE- Mar 93
NOTE- 65p.; In: Home/School for Families and Children with Traumatic Brain Injury. Final Report; see EC 304 319.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Blind; Deaf Interpreting; Early Intervention; Elementary Secondary Education; Etiology; Inclusive Schools; Infants; Intervention; Language Acquisition; Multiple Disabilities; Parent Attitudes; Personal Autonomy; Preschool Education; Self Care Skills; *Severe Disabilities; Supported Employment; Tactile Adaptation; *Teaching Methods; Vision Tests; *Visually Impaired Mobility

The items in this collection of reprints and an annotated bibliography were selected because of their value to classroom teachers working with deaf-blind students. Reprinted articles, originally published in various periodicals between 1978 and 1993, are grouped into five categories: (1) communication, (2) orientation and mobility, (3) functional skills, (4) implications of various etiologies, and (5) instructional strategies and intervention issues. Among topics considered in the reprints are: prelanguage communication, preverbal communication of blind infants, tactile iconicity, the Tadoma Method, interpreting for deaf-blind students, orientation and mobility (O&M) services for those with severe multiple disabilities, O&M for those with severe visual and multiple disabilities, modifications of the long cane for a multiply impaired child, developing vision use within functional daily activities, choice-making and autonomy by persons with severe disabilities, teaching self-dressing skills, the impact of retinitis pigmentosa on young adults, the Usher's Syndrome adolescent, perspectives of parents, functional vision screening for children with severe disabilities, developmental scales versus observational measures for deaf-blind children, early intervention, instructional strategies in integrated settings, a classroom environment checklist, the role of classroom interpreters, maximizing the independence of deaf-blind teenagers, a local team approach, and supported employment for persons with deaf-blindness and mental retardation. The annotated bibliography lists approximately 135 print materials and 33 audiovisual materials by title and author. (DB)

ED 387 985 EC 304 339

Johnson, Blanche
A Behavior Modification Program To Reduce Tardiness in Middle School Dropout Prevention Students.
PUB DATE- 95
NOTE- 38p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Modification; Behavior Problems; Classroom Techniques; *Dropout Prevention; *High Risk Students; Intervention; Junior High Schools; Junior High School Students; Middle Schools; Program Effectiveness; *Self Management; Special Classes; *Time Management
IDENTIFIERS- *Middle School Students; *Tardiness

A behavior modification program was developed and implemented to decrease the tardy behavior of 20 middle school students (ages 13 to 15) in a self-contained dropout prevention class. Student interviews revealed that the students were unable to manage their time, were not motivated to attend class, and did not find class rewarding. The intervention program included the following components: (1) daily time card sign-in; (2) points for prompt attendance, exchangeable for rewards; and (3) a time-management workshop to teach new strategies to save and manage time. Success was measured by comparing attendance data across on topics that potentially can or commonly do cause the most difficulty for students with learning disabilities. Changes for this third edition include increased attention to problem solving, decision making, mental math, and the use of calculators. A chapter on problem solving provides tips and exercises on determining the correct operation to solve the problem, determining whether answers are reasonable, determining proper sequences, recognizing patterns, and comprehending the mathematical meaning of words and symbols. Guidelines for using microcomputers in mathematics instruction are provided, followed by specific methods for teaching lessons on money and time, number and place value, basic arithmetic operations, and whole number computation. Techniques for extending understanding and application of fraction and decimal concepts are provided as well. Specific strategies and adaptations are designed to fit specific learning disabilities, and include suggestions for helping students organize their mathematics worksheets and other materials. (PB)

ED 388 004   EC 304 359

Hanson, Marci J.; Lynch, Eleanor W.
Early Intervention: Implementing Child and Family Services for Infants and Toddlers Who Are at Risk or Disabled. Second Edition.
PUB DATE- 95
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Cultural Differences; Cultural Pluralism; Curriculum Development; *Delivery Systems; *Disabilities; Disability Identification; *Early Intervention; Educational Environment; Family Involvement; Family School Relationship; History; Individualized Family Service Plans; Infants; Interdisciplinary Approach; Models; Preschool Education; Program Administration; *Program Development; Program Evaluation; Special Needs Students; Staff Development; Toddlers

This book provides an introduction to early intervention programs, focusing on programs that reflect a transactional model of family-centered services employing collaborative and interdisciplinary techniques. Chapter 1 presents the historical context of early intervention services. Chapter 2 defines the various disabilities and risk conditions. The importance of cross-cultural competence in providing effective early intervention to diverse populations is discussed in chapter 3. Chapter 4 describes the development of a model of service delivery, and chapter 5 covers working in partnership with families. Staffing and staff development is discussed in chapter 6; and chapter 7 focuses on coordinating screening and identification efforts. Chapter 8 deals with assessing and identifying family needs and resources, and chapter 9 describes the designing of the curriculum; and chapter 10 the creating of quality learning environments both in the home and at early intervention centers. Chapter 11 addresses administrative issues dealing with program components. Chapter 12 discusses the need for community collaboration. Finally, chapter 13, contributed by Patrick J. Harrison covers program evaluation. Appendices present relevant legislation lists of professional and parent organizations and other resources, a list of typical among all groups of young people. Section 1 presents a review and critique of traditional identification approaches and highlights the limitations that tests may have for identifying talent potential among groups currently underrepresented in gifted programs. Section 2 examines the values and environmental influences of several cultures, to identify the additional challenges faced by high achieving, ethnically diverse students. Within-group cultural differences are also considered. The third section reports the results of an exploratory study which examined the characteristics of economically disadvantaged and limited English proficient gifted students. Section 4 looks at behaviors that characterize gifted performance, noting research results which suggest that there may be well-known "absolute" behaviors which characterize high performance cross-culturally, as well as specific behaviors which manifest themselves in particular cultural contexts. Emerging insights from the Javits Gifted and Talented Students' Education Act are addressed in the fifth section. The final section provides a synthesis of the previously presented ideas and proposes a five-element paradigm of giftedness, including: (1) new constructs of giftedness; (2) absolute and specific behaviors; (3) cultural and contextual variables; (4) authentic assessment; and (5) identification through learning opportunities. Executive Summary is also published separately. (Contains approximately 125 references.) (Author/DB)

ED 388 021 EC 304 376

Reis, Sally M.; And Others
Talents in Two Places: Case Studies of High Ability Students with Learning Disabilities Who Have Achieved. Research Monograph 95114.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 156p.; Executive Summary on p.vii-xx also published separately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Case Studies; College Students; Elementary Secondary Education; *Gifted Disabled; *High Achievement; Higher Education; Interviews; *Learning Disabilities; Parent Attitudes; *Performance Factors; Self Evaluation (Individuals); Student Attitudes; *Student Experience; Student Motivation; Student Personnel Services; Student School Relationship; *Success; Young Adults
IDENTIFIERS- University of Connecticut

Extensive interviews were conducted with 12 young adults with learning disabilities who were successful at the college level, as well as with their parents, along with a thorough review of available school records, in order to examine how well high-ability students with learning disabilities succeed in academic environments. Most of the participants had been identified as having a learning disability late in their academic careers, suggesting their high ability may have masked some manifestations of learning disability. Students' mixed academic achievements often hindered their inclusion in gifted education programs. Reports of positive school experiences primarily centered around individual teacher support. Students reported many negative school experiences such as social problems, difficulty with teachers, and frustration with certain academic areas. Parents often reported that school systems "did not know languages tested with a fairly high degree of consistency. (Contains 20 references.) (NAV)

ED 388 040 FL 023 278

Eades, Diana
Aboriginal English. PEN 93.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Dialects; Child Development; Classroom Communication; Creoles; Cultural Differences; *Dialects; Elementary Education; English (Second Language); Foreign Countries; Grammar; *Indigenous Populations; Phonology; Pragmatics; Semantics; Uncommonly Taught Languages
IDENTIFIERS- *Australia; Australia (Torres Strait); Kriol

This report focuses on the teaching of English to Aboriginal children in primary schools in Australia. A definition and analysis of dialectal differences between Aboriginal (Australian) English and Standard (Australian) English is offered that includes the phonological, morpho-syntactic, lexico-semantic, and pragmatic differences of the Aboriginal English. Only since the 1960s has Aboriginal English been viewed not as uneducated English, but as a continuum of dialects that provide cultural identity maintenance in the Aboriginal community. Two Aboriginal creoles are also briefly discussed: Kriol and Torres Strait Creole. Respect and understanding of Aboriginal English is recommended to enhance the identity and self-esteem of Aboriginal children acquiring Standard Australian English. Implications for communication in the classroom and for education systems in Australia are discussed, including comparison to the acceptance and development of Black English as a dialect in its own right in American schools. (Contains 11 references.) (NAV)

ED 388 041 FL 023 279

Biber, Douglas
Dimensions of Register Variation. A Cross-Linguistic Comparison.
PUB DATE- 95
NOTE- 444p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Communication Research; *Communicative Competence (Languages); *Contrastive Linguistics; Diachronic Linguistics; *Discourse Analysis; English; Korean; Language Universals; Language Variation; *Reader Text Relationship; Somali; Statistical Analysis; *Text Structure; Uncommonly Taught Languages
IDENTIFIERS- *Registers (Linguistics); Tuvaluan

This text provides a linguistic analysis of discourse register in English, Nukulaelae Tuvaluan, Korean, and Somali, using a multi-dimensional analytical framework and including sociocultural descriptions. Methodology included a description of the text corpora, linguistic features, and computational/statistical techniques used; theoretical issues relating to the selection and representativeness of texts and linguistic features observed are also discussed. Synchronic and diachronic patterns of variation comparison are summarized across the four languages. Striking similarities and differences confirm cross-linguistic universals of register variation in the four, widely competencies are based on more objective criteria. (MN)

ED 387 600 CE 069 920

Pritz, Sandra G.
Research and Development--Do They Help Employers Work Better with Schools?
PUB DATE- 5 Oct 95
NOTE- 21p.; Paper presented at the Australian Institute for Training and Development Conference (Port Douglas, Australia, October 5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Competency Based Education; Demonstration Programs; Educational Change; Educational Development; Educational Innovation; Educational Research; *Education Work Relationship; Experiential Learning; High Schools; *Job Skills; *Labor Force Development; *Research and Development; *Theory Practice Relationship; Vocational Education
IDENTIFIERS- *Dependents Schools European Area; *Secretarys Comm on Achieving Necessary Skills

Research and development help employers work better with schools to the extent that there is connectivity from one to the other. Project SCANS (Secretary's Commission on Achieving Necessary Skills) Integration has been implemented by the Department of Defense Dependents Schools-Germany. These U.S. schools, teachers, and students are situated in Europe where connectivity might be a particular problem. The major program goal is to provide effective education relative to student preparation for success in the work force by using the SCANS findings. Teachers have recategorized SCANS competencies into two groups--general employability and interpersonal--and selected for each competency the three subcompetencies they would encourage and observe. These comprise the performance checklist for each competency. All teachers in the program are making changes in their classroom instruction that are based on their belief that the SCANS competencies reflect what business and industry want and will expect of their students in the workplace. A number of teachers have noted the strong positive motivational factor of applied learning. The performance checklists are used to establish objectives, align instruction with them, assess competency, and record student performance. No student has been unable to earn competencies. The most notable change in the teaching process has been more small group instruction with more active student participation. Students generally express positive feelings about the program. (YLB)

ED 387 601 CE 069 923

How To Prepare for Block Grants. Policy Update.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; *Block Grants; Educational Legislation; Educational

Culinary Federation and programs in two-year colleges that follow the same guidelines as members of the National Association of Trade and Technical Schools. Contains eight references. (YLB)

ED 387 619 CE 069 981

VanLandingham, Paul G.
Postsecondary Vocational Programs vs. Apprenticeships in American Culinary Arts.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Apprenticeships; *Cooking Instruction; *Cooks; *Educational Change; Food Service; Postsecondary Education; *Practicums; School Business Relationship; Secondary Education; Two Year Colleges

The apprenticeship system in the United States is primarily a private institution, separate from vocational-technical schools. Apprenticeships establish their own guidelines as to the required course of study. Apprentices do not get licensed unless they successfully complete a written and practical exam. Culinary apprenticeships vary. Many large restaurant and hotel chains often provide training for new employees. The most widely recognized apprenticeship is that of the American Culinary Federation, which many secondary and postsecondary schools have adopted. Apprenticeships allow individuals to receive skilled training on the job while earning a salary at the same time. The deemphasis on academics also makes them attractive. For too long a high priority has been placed on earning a college degree, although for many jobs it is unnecessary. Thus, the nation may be at risk of falling behind some European counterparts who today maintain a very disciplined program of culinary apprenticeship. Many U.S. culinary schools do have practicum or internship programs, but the amount of time spent on internship is not long enough to instruct and evaluate students properly. More evaluation and collaboration are needed between the faculty and chefs in the field to whom students are assigned. A combination of postsecondary vocational education for more diversified students and apprenticeship for high manual skill levels would create a blend valuable to the industry. (YLB)

ED 387 620 CE 069 982

Fjortoft, Nancy F.
Predicting Persistence in Distance Learning Programs.
PUB DATE- Oct 95
NOTE- 18p.; Paper presented at the Mid-Western Educational Research Meeting (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Education; *Adult Students; *Distance Education; Dropout Research; School Holding Power; Student Attrition; *Student Motivation

A survey instrument was designed and administered to a population of currently enrolled and dropout adult students in a post-baccalaureate distance learning program with an individual learner focus. The sample consisted of all actively enrolled application programming and design; and supervision. (YLB)

ED 387 639 CE 070 013

Computer Support Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 66p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; Computer Networks; *Computer Oriented Programs; *Computer System Design; Economics; Electronics; Employment Potential; High Schools; *Job Skills; Microcomputers; Office Automation; Office Occupations Education; Postsecondary Education; *Programming; Small Businesses; Teamwork; *Technical Occupations; *Tech Prep
IDENTIFIERS- *Computer Technicians

This publication contains 18 subjects appropriate for use in a competency list for the occupation of computer support technician, 1 of 12 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 18 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general accounting functions; operating systems; application programming and design; network operations; computer hardware design; microcomputer electronics; and small business management. (YLB)

ED 387 640 CE 070 014

Computer (PC/Network) Coordinator.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 75p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Networks; *Computer Oriented Programs; Computers; *Computer System Design; *Coordinators; Economics; Employment Potential; High Schools; *Job Skills; Office Automation; Office Occupations Education; Postsecondary Education; Programming; Small Businesses; Supervision; Teamwork; *Tech Prep

This publication contains 22 subjects appropriate for use in a competency list for the occupation of computer (PC/network) coordinator, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 22 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles;

Development Series.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; *Adult Students; Collegiality; Interpersonal Relationship; *Interprofessional Relationship; *Mentors; Modeling (Psychology); Professional Development; Teacher Student Relationship

This book is designed to provide pragmatic guidance to those who assume responsibility for the mentor role so that they can function as more significant influences in their mentoring relationships with adult learners (as students or employees). Intended audiences include the following: two- and four-year college faculty, counselors, administrators, staff at postsecondary educational institutions, professionals who manage intern training programs, and human resource development specialists in business and government. The introductory chapter considers the following: the value of mentoring relationships in adult development, the transactional process of learning, the issue of risk in the mentoring of adults, and the six interpersonal functions of the mentor role. Chapter 2 introduces a version of the Principles of the Adult Mentoring Scale (PAMS); the issue of mentor-mentee compatibility and the interpersonal application of the six core mentor behavioral functions are addressed. Chapters 3-8 each focus on and discuss one of the six functions of the mentor role: relationship emphasis, to establish trust; information emphasis, to offer tailored advice; facilitative focus, to introduce alternatives; confrontive focus, to challenge; mentor model, to motivate; and mentee vision, to encourage initiative. Chapter 9 concludes by providing a proactive model for planning and operating the sponsored mentoring program. Appendixes include versions of the PAMS for postsecondary education and business/government, and an index. Contains 59 references. (YLB)

ED 387 657 CE 070 044

Bryant, Ian, Ed.
Vision, Invention, Intervention: Celebrating Adult Education. Conference Proceedings. Papers from the Annual Conference of the Standing Conference on University Teaching and Research in the Education of Adults (25th, Winchester, England, United Kingdom, July 11-13, 1995).
PUB DATE- Jul 95
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Education; Adult Educators; Adult Literacy; Adult Vocational Education; Competence; Computer Assisted Instruction; Continuing Education; Developed Nations; Developing Nations; Distance Education; *Educational Development; *Educational Research; Foreign Countries; Higher Education; Literacy Education; Multicultural Education; *Standards; Teacher Education; Unemployment; Womens Education
IDENTIFIERS- Asia (Southeast); Australia; Germany; Great Britain; Turkey

proved successful in training and placing welfare recipients and moving them into the job market, and ways of restructuring education programs to improve the success of welfare reform. Among the main findings of the review were the following: (1) half of all welfare recipients present challenges (such as unrecognized learning disabilities and personal/family problems) that cannot be overcome through typical short-term interventions; (2) traditional adult literacy programs have had difficulty attracting, retaining, and producing substantial and long-lasting gains for welfare recipients; and (3) those adult literacy programs that have been successful in helping welfare recipients have integrated basic skills instruction with occupational training and have been tailored to participants' specific needs and challenges. It was concluded that the education/retraining components of federal/state welfare reform proposals should make allowance for the diversity of the welfare population and that adult literacy and skills training programs should address noneducational barriers to employability such as low self-esteem, unstable housing, and severe family problems, and integrate adult literacy instruction with the education of adult learners' children. (MN)

ED 387 676 CE 070 076

Berryman, Sue E.
The Role of Literacy in the Wealth of Individuals and Nations. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 5 Apr 95
NOTE- 3p.; For the full report, see ED 374 273.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Comparative Analysis; *Corporate Education; *Economic Development; Educational Attainment; *Education Work Relationship; Employment Practices; Foreign Countries; *Industrial Training; Literacy Education; Outcomes of Education; *Role of Education; Salary Wage Differentials
IDENTIFIERS- Europe; United States; Workplace Literacy

The scope and effects of employer-sponsored training in the United States were examined to determine the following: how economic and technological change interact with employers' responses to the new environment's demands; how employer-sponsored training affects the functional distribution of educational attainment, productivity, and earnings; and whether the United States underinvests or overinvests in training. Among the key study findings were the following: workers with higher levels of initial education are more likely to receive employer-sponsored training than are employees with lower levels of initial education; employer-sponsored training raises workers' wages and improves their employability more than other forms of training (such as general training in the classroom); better educated and trained workers are less likely to quit, be laid off, or experience long periods of unemployment; and craft, sales, managerial, and professional/technical occupations require the greatest amounts of training. It was recommended that better data about training costs be obtained, and that efforts to reduce the disparities in education and training among workers be focused on improving the quality of primary and secondary education because, left to itself, the labor market will reinforce, rather than reduce, the disparities in education and training among workers. (MN) prep competency profile for the occupation of dental laboratory technician, lists technical competencies and competency builders for 13 units pertinent to the health technologies cluster in general and 8 units to the occupation of dental laboratory technician. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; and general administrative duties. The 8 units specific to the occupation of dental hygienist list a total of 56 competencies in the following areas: oral anatomy and pathology, dental restoration, partial denture fabrication, orthodontics, dental morphology, dental materials I and II, and dental laboratory procedures. Among the competencies included are the following: identify selected anatomical structures; describe tooth arrangement, jaw relationships, tissue changes in response to physical/chemical injuries in the oral cavity, and developmental abnormalities; and describe/use selected materials, equipment, and procedures involved in making dentures and orthodontic appliances. (MN)

ED 387 694   CE 070 098

Health Information Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 65p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; *Employment Qualifications; Ethics; First Aid; High Schools; Human Relations; Information Dissemination; Information Management; Information Processing; Information Retrieval; Legal Responsibility; Malpractice; *Medical Record Technicians; Medical Services; Medical Vocabulary; Negligence; Pathology; Physiology; Recordkeeping; Risk Management; Stress Management; Systems Approach; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges

This document, which is designed for use in developing a tech prep competency profile for the occupation of health information technician, lists technical competencies and competency builders for 14 units pertinent to the health technologies cluster in general and 6 units specific to the occupation of emergency medical technician. The following skill areas are covered in the general units: employability; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; and basic pharmacology. Among the competencies included in the six units pertaining to health information processing, maintenance, clerical functions, quality control, report preparation, and supervision are the following: assemble, analyze, retrieve, maintain, and abstract patient health records; prepare health records for courts of deposition; maintain registries; code

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; *Attendance; Attendance Patterns; *High Risk Students; Intermediate Grades; *Intervention; Junior High Schools; Middle Schools; Potential Dropouts; School Community Programs; *School Holding Power; Student Behavior; *Truancy; Youth Problems
IDENTIFIERS- Roanoke City Schools VA

This program outlines the combined efforts of schools, social service agencies, community agencies, and the juvenile court system to reduce days lost by truancy. Also presented are the services necessary to support long-range remediation of truancy and related risk factors. The program was initiated at an inner-city public school with approximately 450 sixth through eighth-grade students ranging in age from 11 to 16 years old. The target population was students with absences of 20 or more days--25 percent of the total student body. Some of the services provided to these students included assessment, referral to community resources, service planning, case work and group work, court liaison activities, and transportation. Other details highlighted for this plan are the type of staff used--such as, guidance coordinator, school nurse, and Masters of Social Work Interns--and the percentage Full-Time Equivalent (FTE) devoted to the program; program costs; problems encountered--such as limited resources of community agencies--and solutions; program accomplishments; evaluation data; publications describing/evaluating the Program; and other relevant information. Results show that the program was one-third fully effective, one-third partially effective, and one-third minimally effective. The school recorded a significant decrease in absentee rate in the fall when compared to the previous fall. (RJM)

ED 387 713   CG 026 149

PayBack. I-77.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Community Programs; Community Services; *Delinquency; Employment; *Job Skills; Responsibility; Youth

PayBack is a community service/restitution program that provides juvenile offenders an opportunity to be accountable for their delinquent behavior. The process required the delinquent to "pay back" the victim of an illegal act by the delinquent working with a designated business. This document outlines the PayBack program and discusses the program's effect on the following issues: (1) community betterment; (2) community partnership; (3) community support; (4) community visibility; (5) community recognition; (6) community bonding; and (7) recidivism. Juveniles who need to complete a community service obligation or make restitution to their victims are placed in public and nonprofit agencies in the community. Donated monies are used to pay juvenile salaries in instances where restitution is required. Youth are matched individually (based on proximity, interests, offense, age, skills, agency needs, and schedule availability) with community service sites. Sixty percent of juveniles referred to the program are under 16 years of age; 84 percent of the program participants are males.

Tatsapaugh, Linda
Increasing Job Satisfaction of Therapeutic Camp Counselors
through the Use of Individual Staff Development Plans.
PUB DATE- 94
NOTE- 83p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Camping; Continuing Education; Counseling; Employer Employee Relationship; Inservice Education; Job Enrichment; *Job Satisfaction; Personnel; Professional Development; Resident Camp Programs; *Staff Development; Work Environment

Exploring the problem of high turnover rates for counselors at a therapeutic camp reveals that low job satisfaction--specifically lack of advancement and educational opportunities--is one frequent factor influencing resignation. This study examines the possibility of increasing agency support of personal advancement by creating individual development plans with each staff member. Plans include a needs assessment, a 1-year goal, several objectives and the strategies by which to achieve them. Job satisfaction is judged by means of pre- and post-implementation surveys. The results indicate an increase in staff perception of agency support, but no overall perception of increased job satisfaction. The relationship between support of career advancement and job satisfaction is explored, with the conclusion there is no link between the two, or that it is only one of several factors in job satisfaction. Other factors could include salary, communication and relationship to supervisor, responsibility, achievement and recognition. It is suggested that each of these factors be explored. With the short length of stay for counselors at most camps, there is not a strong emphasis on development outside of agency training. A final recommendation is that individual staff development should be explored as a permanent part of the agency's personnel programming. Contains 25 references and 5 appendices. The survey instruments are appended. (KW)

ED 387 733 CG 026 512

Williams, Linda W.
A Case Management Follow-up Support Strategy for Misdemeanors
Processed at a Juvenile Assessment Center.
PUB DATE- 95
NOTE- 157p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Caseworker Approach; Caseworkers; Counseling; *Crime Prevention; Delinquency; *Delinquency Prevention; *Delinquent Rehabilitation; *Early Intervention; Juvenile Justice; Recidivism; Rehabilitation Counseling; Youth

Juvenile Assessment Centers (JAC) can provide intervention through assessment of first-time misdemeanor offenders so that they do not become more involved in the juvenile justice system. In this practicum study, offenders are placed in a nonjudicial diversion and given a chance to repay the victim for the misdeed committed. In phase one of the program, case management supervisors and staff meet with the parents/guardians of youths to stress the importance of providing specific service recommendations. In phase two, they work with the families of the youths, who are randomly assigned

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Biological Influences; Conservation (Concept); Counseling Services; *Counseling Techniques; Depression (Psychology); Desensitization; Drug Addiction; *Ecology; *Environmental Education; Group Counseling; *High Risk Students; High Schools; High School Students; Interaction; Nontraditional Education; Personality Traits; Quality of Life; Self Concept Measures; *Self Esteem; Sensitivity Training

A model of an integrated ecologically-based counseling and recovery program is explored as a means of incorporating educational and psychological nature-connecting methods and materials with traditional recovery activities for people at risk and as a preventative. The first part of the program introduces high-risk high school students, most of whom have low self-esteem, to elements of nature. The second part of the program focuses on reducing chemical use and irresponsible relationships in at risk students. Phase 1 of this part involved 3 weeks of play and creativity in natural settings. Phase 2 involves specially designed nature reconnecting activities to reduce stress and attune participants to nature. Phase 3 consists of a 5-day "ropes course" where students practice teamwork, use problem solving skills, and work on fear and stress reduction skills. The goal is to further reduce stress, and help them experience power, joy, and trust. Results of the project are overwhelmingly positive. Significantly increased scores on the Barksdale Self-Esteem Index are recorded. The results suggest that the project, used in conjunction with daily stress situations instead of artificially programmed stress activities, can serve as an ecologically sound citizenship education preventative for chemical, food, and social and environmental abuse. (KW)

ED 387 753 CG 026 540

Creech, Joseph D.
Challenging Students to Higher Standards through Advanced Placement.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academically Gifted; Acceleration (Education); *Advanced Courses; *Advanced Placement; *Advanced Placement Programs; Advanced Students; Articulation (Education); College School Cooperation; Equivalency Tests; High Schools; Honors Curriculum

The percentage of students taking more challenging courses in high school is dramatically higher now than in the early 1980s. The growth in number of students and schools participating in Advanced Placement (AP) courses is equally dramatic. AP courses are designed by college faculty and by experienced high school faculty. They are an example of schools and colleges working together to develop higher content and performance standards. Almost 3,400 high schools in Southern Regional Educational Board states offer AP courses--about twice as many as 10 years ago. More than 146,000 high school students in these states completed AP courses in 1994. Most students in this region who take AP examinations score high enough to earn credit at colleges and universities. Those who do not score high enough to earn college credit perform better in college than students who have not taken AP courses. Incorporating AP courses into a

Victims of Crime; *Violence

Violence is a part of daily life in the United States, which leads the world in homicides, rapes, and assaults. Violence is also part of the daily reality for many children in today's society, both at home and in school. The school system can be a key intervention point in providing students with the information necessary to understand and prevent violence. Many children do not have the knowledge or skills to prevent or react against violence in their lives, nor do they have the skills to act in nonviolent ways. Schools can, and should, set standards for healthy, violence-free relationships. This booklet illustrates the links between gender-based violence and gender stereotypes; describes how schools can promote and support healthy, violence-free relationships; and provides guidelines for policies and procedures that discourage gender-role stereotyping. Articles include: "Definition of Violence"; "Gender-Role Stereotypes and Gender-Based Violence"; "Gender-Based Violence in Schools"; and, "Creating a Nonviolent School Climate." Additional information is provided in a "Reading and Resources" section. (JBJ)

ED 387 772   CG 026 588

Lee, Kimberly E.
Self-Esteem of Junior High and High School Students.
PUB DATE- 95
NOTE- 102p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Birth Order; *Employed Parents; Family Influence; Family Life; Family Relationship; Family Size; Family Structure; High Schools; *High School Students; Instructional Program Divisions; Junior High Schools; *Junior High School Students; *Mothers; *Self Esteem
IDENTIFIERS- Texas Social Behavior Inventory

The purpose of this thesis was to investigate the self-esteem of junior high and high school students. The independent variables investigated were quality of family life, birth order, family size, maternal employment, grade level and family structure. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 166 junior high and high school students. Six composite null hypotheses were tested with three-way analysis of variance. The results of the study appeared to support the following generalizations: (1) students from happy quality of family life have higher self-esteem (Confidence, Total, and Dominance) than those from unhappy quality of family life; (2) students of first birth order have higher self-esteem (Dominance) than those of middle birth order; (3) students from family structure of mother and step-father have higher self-esteem (Social Competence and Total) than those from family structure of two biological parents; (4) quality of family life, birth order and family size should be interpreted concurrently for Social Competence, (5) no associations between maternal employment and self-esteem; and (6) no associations between maternal employment and self-esteem, and grade level and self-esteem. Extensive appendixes include all materials used in the study. Contains 33 references. (JBJ)

ED 387 773   CG 026 589

and one was a "connected knower." Results challenge P. Shannon's hypothesis that basals "deskill" teachers while supporting L. Sosniak and S. Stodolsky's view that teachers are more autonomous in their use of textbook materials. (Contains 36 references and 3 figures of data. An appendix presents a summary of the "ways of knowing" categories.) (Author/RS)

ED 387 793 CS 214 890

Murphy, Sandra; Nolte, Ed
Survey of Postsecondary Writing Assessment Practices.
SPONS. AGENCY- Conference on Coll. Composition and Communication, Urbana, Ill.
PUB DATE- Apr 93
NOTE- 131p.; Project presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, April 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; National Surveys; *Postsecondary Education; Questionnaires; School Surveys; Student Evaluation; *Writing Evaluation; Writing Tests
IDENTIFIERS- *Conference on Coll Composition and Communication

This report presents results from an extensive survey done by the CCCC Committee on Assessment to describe the current writing assessment practices at postsecondary institutions of higher education in the United States. The survey gathered information from 534 respondents (representing a 63% response rate; 842 questionnaires were mailed) regarding the kinds of decisions which may be based, in whole or in part, on results of an assessment of writing; the methods employed to assess writing; the roles of participants in the assessment process; the consequences for students; the distribution of authority over the assessment process; and opinions of respondents about the impact of assessment on writing instruction and their satisfaction or dissatisfaction with the methods employed at their campuses. Demographic information about respondents was also collected. Results are presented in 5 sections: (1) Overall Results; (2) Results for Institutions of Different Sizes; (3) Results for Institutions Categorized by Public/Private Status; (4) Results for Institutions Categorized According to Their Status as 2 Year or 4 Year Institutions; and (5) Respondents' Reports of Satisfaction or Dissatisfaction Related to Selected Survey Questions. Contains 63 tables and 30 references. Thirty-two graphs of data are appended. (SR)

ED 387 794 CS 214 999

Bush, Harold K., Jr.
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College English; Cultural Context; English Curriculum; Higher Education; *Language Role; *Literary Criticism; *Reader Response; *Reader Text Relationship; Writing

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *English Curriculum; *Grammar; Higher Education; Language Patterns; *Language Usage; Theory Practice Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Educational Issues

This journal article focuses on the return of grammar in composition teaching. After about 2 decades of virtual banishment from the higher reaches of English teaching theory, grammar has returned as a subject of serious discussion. This is the result in part of a new assertiveness by a group of people who never lost interest in grammar as part of the English curriculum and by better teaching methods. Another influence may be a growing interest in several aspects of composition that seem to require students to have at least a modicum of knowledge about grammar. One of these is stylistic grammar, which promises users a clearer, more graceful style and elimination of bureaucratese, sociologese, and other ridiculed styles. The most popular book of this kind of approach is Joseph Williams' "Style: Ten Lessons in Clarity and Grace." As teachers move away from the error-detection method of grammar, they will find new approaches available. First, there are several revisions of the old rules. In "Revising the Rules: Traditional Grammar and Modern Linguistics," Brock Haussamen takes a variety of traditional rules and shows that they do not really reflect how English actually works. Second, there is now the development of pedagogical grammar, a grammar designed to be both simple and accurate. Third, there are the new teaching methods to replace the "drill and kill" approach, such as those in Muriel Harris and Katherine E. Rowan's article, "Explaining Grammatical Concepts," which show, based on research in cognitive psychology, how to construct an elaborate, effective lesson around grammar. A list of pedagogical grammars is included. (TB)

ED 387 814   CS 215 082

Nero, Shondel J.
Not Quite E.S.L.: Teaching English to Speakers of Other Englishes.
PUB DATE- 24 Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creoles; Cultural Awareness; *Cultural Differences; English Curriculum; Higher Education; *Immigrants; Language Attitudes; *Language Variation; Multicultural Education; Secondary Education; Standard Spoken Usage; *Student Needs; Teacher Role
IDENTIFIERS- Educational Issues; *English (Caribbean); Historical Background; *New York City Board of Education

In the last decade the United States has witnessed a significant increase in the number of immigrants from the officially English-speaking Caribbean. The fundamental question confronting educators of Caribbean students is how best to negotiate the meeting ground between the variety of English-based creoles and the school-based standard English. To begin,

Writing; Stylistics; *Word Choice

Intended as a tool for anyone working in children's literature, young adult literature, and educational writing, this "fast-reference" guide can be used along with the dictionary and thesaurus to aid in choosing the most effective word when writing, whether professionally or for the classroom. The guide contains: (1) lists of specific words introduced at each of 7 reading levels (K-6)--what words can be used and when; (2) a thesaurus of those words with synonyms, also annotated with reading levels; (3) advice and tips on those practices particular to word usage in children's writing; and (4) samples of writing for each reading level. The book offers idea generators for stories and gives guidelines for sentence length, word usage, and themes for each level. (CR)

ED 387 833 CS 215 119

Gordon, Karen Elizabeth
The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed. Expanded and Revised.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Higher Education; *Language Usage; *Punctuation; Secondary Education; *Sentence Structure; Writing Skills
IDENTIFIERS- Rule Application

Presenting extensive entertaining explanations of the rules of punctuation, this revised and expanded book offers advice on punctuation and a "bizarre comedy of manners." Whimsical illustrations and the travails of numerous fictional characters accompany explanations of the rules of punctuation. Chapters in the book address the exclamation point, the question mark, the period, the comma, the semicolon, the colon, the hyphen, the dash, quotation marks, italics, parentheses, brackets, the slash, the apostrophe, and ellipses. (RS)

ED 387 834 CS 509 023

Garner, Joan
Stagings: Short Scripts for Middle and High School Students.
PUB DATE- 95
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Fairy Tales; Intermediate Grades; *Production Techniques; Science Fiction; *Scripts; Secondary Education; Skill Development; *Theater Arts
IDENTIFIERS- Drama in Education

Introducing students to the magic of theater and helping them develop dramatic skills, this book presents nine reproducible scripts for short plays (15 to 25 minutes) with characters and story lines that will appeal to young people. The scripts in the book encompass a variety of story types, from adaptations of well-known fairy tales to original fantasy and science fiction stories. Each script in the book presents a list of characters, a brief description of characters and costumes, a diagram of a stationary set, a list of minimal props required, and suggestions on how to use the play within the classroom environment. Designed around the guidelines for the theater discipline of the National Standards for Arts Education, the teacher awareness, lessons were developed and demonstrated in five elementary classrooms (grades 1-3) to show how students' ability to use oral language strategies impacted on their participation. Each lesson incorporated the use of a language strategy to develop a specific skill, using appropriate grade level materials. This classroom-based intervention was supported by collaboration between teachers and the practicum developer. When compared with pre-demonstration teacher responses, analysis of the post-demonstration data revealed that teacher awareness increased. Additionally, results showed that a model including demonstration and collaboration could be used as a teacher education tool. (Contains four tables of data. Appendixes contain practicum forms such as the interview questions, teacher awareness scale, follow-up questionnaire for teachers, and teacher self-report; classroom lesson plans; and staff development material.) (Author/SR)

ED 387 852   CS 509 070

Adler-Kassner, Linda
"Why Won't You Just Read It?": Comic Books and Community in the 1950s.
PUB DATE- Aug 95
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Comic book story appended may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Case Studies; *Childhood Interests; *Comics (Publications); Communication Research; *Cultural Context; Media Research; *Popular Culture; *Reading Material Selection; Recreational Reading
IDENTIFIERS- Communication Context; Cultural Studies; Discourse Communities; *E C Comics; Historical Background; Parental Dominance

A study explored the debate over comic books and children in the 1950s, addressing the communication role of comic books in forming a new community of comic book fans during that period. Using E.C. (Educational Comics) comic books as a case study, the conventions of the comic books, correspondence between producers and consumers, and articles by anti-comic book critics were examined to analyze how the comics contributed to what critics perceived as a new community of children and youth distinct from the dominant community to which they belonged. The comic book "crusade" was one manifestation of the anxiety felt by many adults over the communications revolution of the 1950s. Reader response theory was used to study the comic books' reception by fans and critics alike--the theory insists that readers bring meaning to text, and that the audience is central to understanding. Every issue published between 1950 and 1954 of 3 comics--"The Vault of Horror," "The Haunt of Fear," and "Tales from the Crypt"--was examined. In addition, over 500 letters from readers published in E.C. horror comics were examined, as were articles by anti-comic book crusaders in popular magazines of the period. Children were considered "innocent" and malleable in the 1950s, and many middle-class parents, wishing to protect their children, saw comic books as a threat to family values. Adults could not understand youth's interpretation of the comics, and many saw their children rejecting high culture and other intellectual pursuits in favor of comics. (Contains 37 references; a comic book story is

Exchange Theory
IDENTIFIERS- *Resource Dependency Theory

Resource-dependence theory is a theory of organization(s) that seeks to explain organizational and interorganizational behavior in terms of those critical resources that an organization must have in order to survive and function. The theory focuses on the following: resources; the flow or exchange of resources between organizations; those dependencies and power differentials created as a result of unequal resource exchange; the constraining effects such dependence has on organizational action; and the efforts by organizational leaders to manage dependence. With its emphasis on resource exchange, resource dependence represents a political-economy model of organizational and interorganizational behavior. Two strategies used by organizations--buffering and bridging--are discussed. Resource-dependence theory provides a useful framework for thinking about power differences across organizations and for describing the choice of adaptive strategies as a political activity. The theory's major limitation is its assumption that organizational behavior and structures are shaped primarily by materialistic forces; it fails to regard the role of cultural, ideological, and institutional forces. The theory should therefore be regarded as a partial, middle-range theory of organization. One figure is included. (Contains 20 references.) (LMI)

ED 387 872 EA 027 060

Chaleff, Ira
The Courageous Follower: Standing Up to and for Our Leaders.
PUB DATE- 95
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Conflict Resolution; Group Dynamics; *Interprofessional Relationship; Leadership; *Organizational Change; *Organizational Development; *Professional Development

This book provides a model of followership that removes the passive connotations of the role and presents a dynamic alternative for contributing to an organization's pursuit of its mission. The dynamic model, in which leaders and followers form an action circle around a common purpose, balances and supports dynamic leadership. Chapter 1 explores the dynamics of the leader-follower relationship and presents a model for improving the leader-follower relationship. Chapters 2 through 6 expand on the five dimensions of courageous followership. The first four dimensions occur within a group and the fifth occurs external to the group. They include the courage to assume responsibility, to serve well, to challenge leaders, to participate in transformation, and to leave. An epilogue, a meditation on followership, and a subject index are included. (Contains 32 references.) (LMI)

ED 387 873 EA 027 062

House, Jess E.
East School ASsistance Center for Toledo Public Schools. An Evaluation.
PUB DATE- Jan 93
NOTE- 24p.
LANGUAGE- English

Student's Story" (Omar Arnold, Banneker Senior High School); (8) "The Role of the State Department of Education" (Alan D. Morgan, Council of Chief State School Officers); (9) "School Boards and Education Reform" (Jeremiah Floyd, National School Boards Association); (10) "Visual Arts and Goals 2000" (Thomas A. Hatfield, National Art Education Association); (11) "Music Education in the Schools" (Carolynn A. Lindeman, Music Educators National Conference); (12) "Dance Education: Another Avenue for Learning" (Rebecca Hutton, National Dance Association); and (13) "Theater in Educational Reform" (Barbara Salisbury Wills, American Alliance for Theatre and Education). The appendix contains contacts for further information. (LMI)

ED 387 891   EA 027 085

State Systemic Education Improvements. Status Report.
PUB DATE- Aug 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; Curriculum Development; *Educational Objectives; Educational Technology; Elementary Secondary Education; Governance; Integrated Services; *Performance; Program Implementation; State Action; *State Standards; Student Evaluation; Teacher Qualifications; Teacher Role

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of the 57 public officials who head departments of public education in the United States, 5 U.S. extra-state jurisdiction, the District of Columbia, and the Department of Defense Dependents Schools. States are currently at various stages in developing and implementing the improvement efforts endorsed by Goals 2000: Educate America Act. This document provides state and federal policymakers with information for 1995 on state accomplishments and lessons learned in developing and implementing education-improvement efforts. The report is divided into two sections--a national summary and a series of regional reports. Section 1 is a snapshot of the states' current reports based on their upgrading of Goals 2000, and contains summary data for each state, including data on content standards under development; student performance standards; teacher policy on professional preparation; state technology plan; and collaboration and integration of services. Section 2 presents descriptive information about the current status of the states' improvement activities. A map of the Office of Educational Research and Improvement's (OERI's) educational laboratories is included. (LMI)

ED 387 892   EA 027 086

House, Jess E.
School District Response to the Ohio Local Option Income Tax.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Las Vegas, NV, March 15-16, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Impact; Educational Finance; Elections;

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Compensation (Remuneration); Competence; Elementary Secondary Education; Job Performance; *Professional Recognition; Recognition (Achievement); *Teacher Competencies; Teacher Effectiveness; *Teacher Salaries; Teaching Skills

Other organizations in the United States have successfully implemented new compensation structures. This publication argues that it is time for education to join these successful efforts and revise teacher-pay systems. The brief provides a short history of changes in teacher compensation over the last century and a discussion of key organizational and educational changes today that could be reinforced by a new teacher-compensation structure. It also suggests some new teacher-pay elements and a set of principles that states and districts could follow if they were to redesign how teachers are paid. Sidebars present examples of innovative compensation programs in Kentucky, South Carolina, Dallas, and Colorado. Three types of new compensation systems are described: skills- or competency-based, pay-at-risk, and group-based performance awards. Ten process principles for the development, design, and implementation of a new compensation system include: (1) the involvement of all key parties; (2) broad agreement on the most valued educational results; (3) sound, comprehensive evaluation systems; (4) adequate funding; (5) investments in ongoing professional development; (6) avoidance of quotas; (7) consideration of the general conditions of work; (8) management maturity; (9) labor maturity; and (10) persistence. Technical-design elements that should be included in each of the three types of compensation systems are outlined. Figures of four compensation schedules are included. (LMI)

ED 387 911 EA 027 107

Williams, Marium

Playing Is the Thing: Three Activities for School Leaders.

PUB DATE- 95

NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (49th, Williamsburg, VA, August 8-12, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Education; Adult Learning; Cognitive Processes; Collegiality; Educational Administration; Educational Planning; Elementary Secondary Education; *Games; Group Dynamics; *Learning Activities; *Learning Modalities; *Learning Strategies; Management Games; *Participative Decision Making

When autonomous adults are faced with challenging tasks within a nonstressful, collegial environment, they may have an optimal opportunity to learn. This paper asserts that educators should therefore consider strategies for infusing games with academic concepts. Guidelines are offered for conducting three games to stimulate thinking, active learning, and collegial sharing for school-leadership candidates: (1) a planning-simulation game; (2) critical-thinking question cubes; and (3) a leadership perspective multiple-intelligence game (Williams 1995). The latter game is designed to develop seven kinds of intelligence--linguistic, human relations, visual, musical,

State Legislation
IDENTIFIERS- *Utah

This document is the third edition of "Conditions of Education in Utah," covering the 1994-95 academic year. The first three chapters analyze issues relative to distance education and the Internet. Chapters 1 and 2 examine the pros and cons of distance education, and chapter 3 describes the construction, maintenance, and staffing costs associated with the delivery of distance-learning programs through EDNET. articles focuses on the finance and governance of higher education in Utah. Chapter 4 highlights the shifting balance of power between the campus faculty and the authority of the Board of Regents and the Higher Education Commissioner's Office. The fifth chapter addresses the financial condition of public higher education in Utah. The last two chapters describe state legislative policies enacted during 1993-94 and 1995. An appendix contains the Highly Impacted Schools Bill. Most chapters contain references. (LMI)

ED 387 930 EA 027 130

Canady, Robert Lynn; Rettig, Michael D.
Block Scheduling: A Catalyst for Change in High Schools.
PUB DATE- 95
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alternate Day Schedules; Class Organization; Educational Innovation; *Flexible Scheduling; *High Schools; Instructional Design; Nontraditional Education; Quarter System; School Organization; *School Schedules; Semester System; *Time Blocks; Time Factors (Learning); Trimester System

This book presents detailed descriptions of alternative types of block schedules and discusses their effects on teachers and students. The book shows administrators how to organize their schools so that time enhances instruction and fosters learning. Chapter 1 discusses problems with the traditional high school schedule and chapter 2 provides information on alternate-day block schedules. Chapter 3 offers suggestions for implementing the 4/4 semester plan. More intensive schedules, such as the quarter-on/quarter-off plan, the trimester model, and the Copernican Plan, are described in chapter 4. The fifth chapter describes varieties of instructional terms within the 180-day school year. Models for blending scheduling models are provided in the sixth chapter. Chapter 7 explains schedules that extend teacher planning and professional-development opportunities. Instructional strategies and tips for designing a staff-development plan are discussed in chapter 8. Appendices contain an evaluation matrix, a planning checklist for alternative scheduling for high schools, and a list of achievement indicators for high-school restructuring efforts. (Contains 172 references.) (LMI)

ED 387 931 EA 027 131

Carlos, Lisa; Izu, Jo Ann
A View from the Bottom Up: School-Based Systemic Reform in California. Volume 1: Lessons Learned.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Taking, and Survival Skills): A Study Skills Resource Guide. Second Edition.
PUB DATE- 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Learning Strategies; Listening Skills; Memorization; Memory; *Mild Disabilities; Readability Formulas; Review (Reexamination); *Study Habits; *Study Skills; Test Wiseness
IDENTIFIERS- Following Directions; Fry Readability Formula

This book offers study strategies and techniques which were originally used in resource rooms for students with mild disabilities but are appropriate for all students, all content areas, and all educational levels. The book is structured around the acronym SMARTS for the six action steps or skills covered: (1) Studying, (2) Memorizing, (3) Active listening, (4) Reviewing, (5) Test-taking, and (6) Survival skills. The book begins with a study skills inventory and a group text inventory. Activities to foster listening skills are then offered, including eight awareness activities and five activities for fostering listening comprehension. The next section suggests 12 activities to help students learn to follow directions. A section on organizational skills gives tips on use of an organizational notebook, assignment sheets, and instant study skills. Suggestions for the effective use of textbooks describe the SQ3R (Survey, Question, Read, Recite, Review) technique and the use of text study helps. Suggestions for note-taking and ideas for building vocabulary are also offered. A section on memory and review suggests a variety of memory aids and the use of learning logs and study guides. The final section offers suggestions for taking tests and some survival skill strategies for students and teachers. An appendix explains the Fry formula for assessing readability. (DB)

ED 387 949 EC 304 303

Higgins, Kyle; Boone, Randall
Hypertext CAI: Maintaining Handicapped Students in a Regular Classroom Reading Program. Final Report, 1988-1991.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 88p.; For related documents, see EC 304 304-307. Grant made to Dr. Thomas C. Lovitt.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basal Reading; *Computer Assisted Instruction; Computer Software; Educational Media; Elementary Education; *Hypermedia; Instructional Effectiveness; Mainstreaming; Material Development; *Mild Disabilities; Multimedia Materials; Primary Education; *Reading Difficulties; Reading Instruction; *Reading Materials

This final report describes a 3-year project at one elementary school in Renton, Washington, which used hypermedia to develop supplementary reading materials for students with and without mild disabilities in integrated elementary classrooms. The

(141)

DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; Case Studies; Consultation Programs; Delivery Systems; *Family Programs; *Head Injuries; Individualized Programs; *Intervention; *Neurological Impairments; Rehabilitation

IDENTIFIERS- Family Needs

This paper describes a comprehensive approach to intervention and support for families of children experiencing traumatic brain injury (TBI) and behavior problems. It explains the need for child- and family-centered intervention approaches, discusses the theoretical basis and key features of one approach, summarizes the steps in the support process, and presents a case study of one family's efforts to support an 11-year-old boy with TBI and severe behavior problems. Five key features characterize the recommended approach: a theory-guided understanding of child behavior problems and family ecology; design of multicomponent, positive behavioral support plans; ensuring a "goodness-of-fit" between the support plan and family ecology; focus on building successful family routines; and development of collaborative partnerships. The seven-step behavioral consultation process recommended includes: (1) referral; (2) comprehensive assessment; (3) preliminary plan design; (4) team meetings and plan finalization; (5) implementation support; (6) continuous evaluation and plan revision; and (7) follow-up support. The entire process is illustrated in the case study in which clinically significant improvements in child behavior were achieved and maintained during follow-up measures 3 and 4 months after intervention. (Contains 56 references.) (DB)

ED 387 967 EC 304 321

Glang, Ann; And Others

Helping Parents Negotiate the School System.

PUB DATE- Mar 93

NOTE- 22p.; In: Home/School for Families and Children with Traumatic Brain Injury. Final Report; see EC 304 319.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Child Advocacy; Elementary Secondary Education; *Head Injuries; Knowledge Level; *Neurological Impairments; *Parent Attitudes; Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; School Attitudes; Student Needs; Surveys; Teaching Skills

This paper presents an analysis of current education services for students with traumatic brain injury (TBI) from the perspectives of children, parents, and educators. It presents results from several pilot surveys that asked parents and educators to identify the strengths and weaknesses of current educational services for students. Guidelines for helping parents to effectively negotiate the school system are offered. The survey of 31 parents of children with TBI found that parents were dissatisfied with their child's school in five of six domains (only physical accessibility was rated positively). Parents identified limited staff knowledge of TBI and limited resources as the primary reasons for the school's unsatisfactory performance. In two surveys, educators (N=183 and N=34) attributed their own lack of knowledge and the cognitive deficits of students as barriers to TBI students'

7 weeks of program implementation. Knowledge of time-management strategies was determined by administration of a post-implementation survey. Students also designed their own time-management plans. The program's success was demonstrated by: a change from an average of 15 tardies per week to zero tardies for the last 3 weeks of the program; all students were able to identify time-management strategies 4 weeks following the workshop; and all 20 students received rewards for timely attendance during weeks 5-7. The time management questionnaire is appended. (Contains 12 references.) (DB)

ED 387 986 EC 304 340

Dikowski, Timothy J.
A Parent Training Program for Increasing the Visual Development of School-Aged Children.
PUB DATE- 95
NOTE- 105p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Diagnosis; Definitions; Disability Identification; Elementary Education; *Intervention; Knowledge Level; *Parent Education; *Parent Responsibility; Parent Role; *Partial Vision; *Remedial Programs; Symptoms (Individual Disorders); Vision; Visual Discrimination; *Visual Impairments; Visual Learning; Visual Perception; Vocabulary

This practicum provided training for 50 parents of children receiving clinic services for visual processing disorders and provided information on visual disorders to the children's teachers. The 8-month program involved 13 parent training sessions. These sessions focused on such topics as: current research findings on vision; identification of visual dysfunctions; parental responsibility in child development, academics, and the remediation process; the visual evaluation process; terminology frequently used by educators and physicians; diagnosis of visual deficits; definition, symptomatology, and treatment of ocular motor dysfunction, convergence insufficiency, accommodative disorder, strabismus, and amblyopia; and remediation techniques for vision rehabilitation. After the intervention, surveys indicated that 42 of 50 parents had increased knowledge of visual disorders, 48 of 50 parents had adequate knowledge of remedial services within the community, and 40 of 50 parents had fundamental knowledge of remedial techniques. In addition, the 50 teachers had received useful reference materials. Extensive appendices include forms, surveys, and questionnaires used in the program as well as information sheets on all topics covered. (Contains 48 references.) (DB)

ED 387 987 EC 304 341

Sugerman, Sheryl
Enabling Families of Preschool-Aged Children with Autism To Effectively Deal with Challenging Behaviors: A Curriculum-Based Behavior Management Training.
PUB DATE- 95
NOTE- 66p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Autism; *Behavior Change; Behavior Modification;

developmental milestones, and guidelines for preparing Individualized Family Service Plans. (PB)

ED 388 005 EC 304 360

Mastropieri, Margo A.; Scruggs, Thomas E.
A Practical Guide for Teaching Science to Students with Special Needs in Inclusive Settings.
PUB DATE- 93
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Curriculum Evaluation; Demonstrations (Science); *Disabilities; Elementary Secondary Education; *Inclusive Schools; Laboratory Procedures; Mainstreaming; Science Activities; Science Curriculum; *Science Experiments; *Science Instruction; *Teaching Methods

This manual is intended as a resource for teachers who have special education students in their mainstream science classes, for curriculum adoption committees, and for publishers and consumers of science curriculum materials. Part 1 describes general characteristics of students with disabilities and provides general mainstreaming strategies and specific laboratory suggestions for students with various disabilities. Part II presents information related to instructional procedures that have proven effective in use with students with disabilities in mainstream classes. Topics covered include time and resource management, effective instruction, cooperative learning, peer assistance and peer tutoring, student evaluation, attention improvement, memory improvement, behavior management, adapted reading activities, motivation improvement, instructional media, computer-assisted instruction, and field trips. Part III presents adaptations for use by teachers when using specific activities during science instruction. General information is presented regarding all activities commonly performed in science classrooms, and specific suggestions are provided for activities involving measuring and pouring, human anatomy, assembling kits and models, mapping, rocks and fossils, magnetism and electricity, using microscopes, activities with plants and animals, astronomy, and other standard areas of study. Appendices provide guidelines for curriculum adoption committees, a list of science products and adaptations, and a list of related organizations and resources. Contains over 10 pages of references. (PB)

ED 388 006 EC 304 361

Harris, Sandra L., Ed.; Handleman, Jan S., Ed.
Preschool Education Programs for Children with Autism.
PUB DATE- 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Behavior Modification; Disability Identification; Family Involvement; Mainstreaming; Outcomes of Education; Preschool Curriculum; *Preschool Education; Program Administration; *Program Descriptions; Program Development; Student Evaluation

what to do" with their children. However, students recalled very positive out-of-school experiences which enabled them to survive and constructively adapt their negative school experiences, resulting in positive personal attitudes. Positive personal characteristics in this group included high motivation, a high level of "task commitment," perseverance, and endurance. A major finding was the positive impact of the services provided by the University of Connecticut Program for Students with Learning Disabilities. The important influence of a learning specialist at the college level emerged as a critical factor in the academic success of the students participating in the study. Executive Summary is also published separately. (Contains approximately 150 references.) (Author/DB)

ED 388 022 EC 304 377

Purcell, Jeanne H.
The Status of Programs for High Ability Students. Collaborative Research Study 94306.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advocacy; Compliance (Legal); Educational Legislation; *Educational Policy; Elementary Secondary Education; Financial Exigency; *Gifted; National Surveys; Needs Assessment; Program Development; *Program Termination; Retrenchment; *Special Programs; State Legislation

The Program Status Research Study examined the status of local programs for students with high abilities and reasons given by key personnel for program status. A mail survey to 2,900 local personnel in 19 states (divided into four groups according to economic health and the existence or non-existence of a state mandate to provide services) yielded a response rate of 54 percent. Analysis indicated that programs in states with mandates and in good economic health are "intact" and "expanded," while programs in all other groups are being "threatened," "reduced," and "eliminated" in high numbers. Respondents attributed intact programs to the existence of a state mandate and advocacy efforts and threatened programs to a decline in state and local funds. Respondents indicated that 75 percent of high ability students in grades 3-8 receive program services, 50 percent in grades 1-2 and 9-12, receive similar services, but program services for students at the Pre-K to K level were almost nonexistent. Interviews with four key personnel from each state confirmed the main reasons given by survey respondents for variations in program status. Six guidelines with accompanying research support are offered, including, among others: (1) maintenance of advocacy efforts in states with good economic health and mandates; (2) increase of advocacy efforts in states with poor economic health and/or where mandates do not exist; and (3) focus of advocacy efforts on policy makers at the state government level. Appendices include the survey and exemplary policy statements of school boards. (Contains 60 references.) (DB)

ED 388 023 EC 304 378

Willard-Holt, Colleen
Recognizing Talent: Cross-Case Study of Two High Potential Students with Cerebral Palsy. Collaborative Research Study

differing languages. Patterns detected included co-occurrence among linguistic features, synchronic relations among registers within a language, and diachronic patterns of change within and among registers. Appendixes offer a grammatical description of linguistics features of Korean and Somali by native speakers. (Contains numerous references, figures, and tables.) (NAV)

ED 388 042　　　　FL 023 280

Lara, Julia
Second-Language Learners and Middle School Reform. A Case Study of a School in Transition.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; Cultural Differences; Demography; Educational Change; *English (Second Language); Intermediate Grades; Interviews; Junior High Schools; *Middle Schools; Parent School Relationship; Qualitative Research; *Second Language Learning; Student Evaluation; *Teacher Attitudes; Teaching Methods; *Urban Areas
IDENTIFIERS- *California; School Site Visits

This report presents findings of a case study of the education of second language learners in a middle school of approximately 2,000 students undergoing middle school reform in California. The purpose of the study was to gain an understanding of the challenges faced by a school experiencing rapid demographic changes in a predominantly working-class community of a large urban school district. During three site visits, a representative sample of teachers, administrators, counselors, and parents were interviewed on the impact of second-language learners, types of instructional services provided, and noninstruction support provided to students and their families. Interviews were transcribed and coded for computerized analysis. It was found that teachers expressed positive views about second-language learners and altered their language use for these students, although cultural diversity was viewed more as a problem than as an opportunity. It was found that student content knowledge was more likely to increase as competence in English-language skills improved. Findings also confirmed positive relationships between home and school, although administrators were more positive than teachers. (Contains 11 references.) (Author/NAV)

ED 388 043　　　　FL 023 281

Selgin, Paul
The "Anchor" Method: Principle and Practice.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Italian; *Second Language Instruction; Second Language Learning; *Student Interests; Student Motivation; *Teaching Methods
IDENTIFIERS- *Anchor Method (Language)

This report discusses the "anchor" language learning method that is based upon derivation rather than construction, using Italian as an example of a language to be learned. This method

Policy; Federal Legislation; *Financial Support; *Grantsmanship; *Literacy Education; Program Administration; *Public Policy

This issue brief, which is intended for individuals involved in planning and delivering adult literacy programs, examines several major characteristics of recent House and Senate bills regarding block grants, describes the new requirements of block grants and their potential effects on adult education and literacy services, and suggests actions that literacy practitioners can take to ensure that block grants maximize opportunities for adults seeking to improve their basic skills. First, the current popularity of block grants in Congress is explained. Discussed next are the changes in governance that will occur as a result of the increased use of block grants as a vehicle for funding adult/literacy education and steps literacy practitioners can take to prepare for the changes in governance. Possible negative effects of block grants, including difficulties in sustaining funding over time, are examined along with steps that literacy practitioners can take to prevent funding reductions. The increased importance of accountability under the block grant system of funding education is emphasized, as is the importance of literacy practitioners working at the state and local levels to ensure that their state develops benchmarks that are appropriate, effective, accurate, and easily obtainable by local service providers. (MN)

ED 387 602 CE 069 925

Treat, Kathryn R.; And Others
Modeling Leadership Development for a Diverse Workforce in Food and Agriculture. Final Report of Higher Education Challenge Grant Proposal No. 9203317.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Career Awareness; Demonstration Programs; Extension Education; Food; Food Service; Higher Education; *Home Economics Education; *Internship Programs; *Leadership Training; *Mentors; *Minority Groups; Models; Professional Development; Program Effectiveness; Program Evaluation; Role Models; Rural Extension; Student Leadership; Undergraduate Study

The "Building Bridges" Leadership/Mentor Project developed a model leadership intern experience with emphasis on minority group involvement. It had four goals: to foster an environment in which cultural diversity was understood and valued; to increase work force participation of minority groups; to provide opportunities for leadership mentoring and role modeling; and to enhance employability and career success in the food and agricultural sciences. A mentor handbook and intern experience notebook were developed. The 13 interns who were recruited received 6 college credit hours in agricultural and extension or home economics education, tuition waiver, living stipend, and travel reimbursement. Mentors received a stipend. Prior to the 8-week onsite experience, mentors and interns participated in an orientation meeting, site visit, and 1-week leadership seminar. During the experiential component of the project, mentors provided day-to-day support to interns as they completed required activities. Students returned to campus to participate in a post-field experience seminar. The Youth

students (179) and all students who had been admitted to the program since the program's inception who withdrew before program completion (216), for a total of 395 persons. Fifty percent of the sample (198) responded to a mailed survey. The data from the survey were used to test a predictive model developed to examine the important parameters in adult student persistence in distance learning programs. The independent variables in the model were significant in predicting persistence, explaining 23 percent of the variance in persistence. Univariate tests revealed that intrinsic benefits, age, and level of student ease with individual learning were significant factors. Intrinsic benefits related to enhanced performance and satisfaction on the job. Extrinsic benefits, which were described as enhanced salary and career mobility, were not significant factors related to persistence. Adults in this study appear to be significantly motivated by intrinsic job-related benefits to persist in distance learning programs, with an individual learner focus. (Contains 24 references.) (Author/KC)

ED 387 621 CE 069 986

Louallen, Debra; And Others
Tests of General Educational Development. 1992 Statistical Report.
PUB DATE- 93
NOTE- 52p.; For related reports, see ED 324 343, ED 335 405, ED 350 311, and CE 069 987-988.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Adaptive Testing; Adult Basic Education; Dropout Programs; Educational Attainment; *Educational Certificates; *Equivalency Tests; Group Testing; *High School Equivalency Programs; *Scores; Standardized Tests; Student Certification; Test Format; *Testing Programs; Test Use
IDENTIFIERS- *General Educational Development Tests

This report contains 11 tables and 5 figures documenting the results for the General Educational Development (GED) tests in 1992. The tables provide information on the following: testing volumes; percent tested by age group; credentials issued by age group; testing by language; testing by special editions and adaptations; highest grade completed; additional data; credentials issued, 1971-1992; comparative testing data, 1949-1992; minimum score requirements; and percentage of graduating high school seniors meeting minimum score requirements. The figures cover testing volume versus credentials issued 1952-1992; testing volume and credentials issued by age group for 1992; highest grade completed 1992; volume of people tested versus credentials issued 1972-1992; and number of GED candidates planning further study, 1961-1992. Some of the highlights are the following: (1) after a 2-year period of substantial increases in participation, GED testing volume in 1992 declined by 2 percent to 790,565; (2) most U.S. states reported increases from the previous year, and Canadians taking the test increased by 8 percent; (3) 479,252 graduates were successful in 1992, a 1 percent decrease from 1991; (4) many more adults with disabilities were served in 1992; (5) no major changes were reported in the ages of persons taking or passing the tests--more than half the examinees were aged 24 or less; (6) on average, most GED candidates had completed 10th grade or higher; and (7) 61 percent of all candidates in 1992, the highest level in the program's history, were planning further study. The report includes a list of GED central staff and state administrators and a list of 14 GED Testing Service customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; computer operations; software methodology; operating systems; application programming and design; network operations; basic mainframe concepts; computer hardware design; and supervision. (YLB)

ED 387 641 CE 070 015

Network Systems Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 57p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Networks; *Computer Oriented Programs; Computers; *Computer System Design; Economics; Employment Potential; High Schools; *Job Skills; Office Automation; Office Occupations Education; Postsecondary Education; Supervision; Teamwork; *Technical Occupations; *Tech Prep
IDENTIFIERS- Network Systems Technicians

This publication contains 17 subjects appropriate for use in a competency list for the occupation of network systems technician, 1 of 12 occupations within the business/computer technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 17 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general accounting functions; operating systems; network operations; basic mainframe concepts; computer hardware design; and supervision. (YLB)

ED 387 642 CE 070 016

Telecommunications Specialist.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 55p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Business Education; Competence; Competency Based Education; *Computer Networks; *Computer Oriented Programs; Computers; *Computer System Design; Economics; Employment Potential; High Schools; Information Technology; *Job Skills; Office Automation; Office Occupations Education; Postsecondary Education; Supervision; Teamwork; Technical Occupations; *Tech Prep; *Telecommunications

This publication contains 17 subjects appropriate for use in a competency list for the occupation of telecommunications specialist, 1 of 12 occupations within the business/computer

The papers in these proceedings include a number of themes such as enduring and progressive social change, good practice and positive outcomes, and strategies of survival, resistance and subversion. They are: "Achievement, Personal Development, and Positive Outcomes" (Viv Anderson); "Raising Standards" (Paul Armstrong); "Multicultural Education for Adults" (Burjor Avari); " Four Congratulations and a Caveat" (Roseanne Benn); "Issues in the Supervision of Dissertation Research Conducted by Continuing Education and Training Professionals in South East Asia towards a Masters Degree of the University of Sheffield" (Geoff Chivers); "Continuing Education and the Public Understanding of Science" (Martin Counihan); "Silver Lining" (Eileen Daggett); "Conversing Internationally" (Chris Duke); "A Study of the Competence Levels of the Heads of Adult Education in Turkey" (Ahmet Duman); "Vision, Provision, and Television" (Darrel Dymock); "Women's Studies and Adult Education" (Jane Elliott); "Living with Competence" (Paul Garland); "Where Has Schon Led Us?" (Mary Gobbi); "Using a Self-Selected Support Group as a Strategy for Survival" (Christine Hibbert, Antoinette Middling, Frances Scourfield); "Journey through the Looking Glass" (Cheryl Hunt); "Multiplying Visions and Using Similitudes'" (Christine Jarvis); "Experimental Archaeology in Education" (David Johnston); "We're Still Here" (Rennie Johnston); "Holding Up the Mirror" (William Jones); "Participative Environmental Research and the Role of Continuing Education" (David Knight); "Making a Mark" (Carol Lee-Mak, Janice Malcolm); "The Creative Management of Biography" (Danny Mashengele); "From Distance Learning to Computer Supported Cooperative Learning" (David McConnell); "Autobiography in an Academic Context" (Margaret Millar et al.); "Exchanging Places, Trading Learning" (Nod Miller, Miriam Zukas); "Fiftysomething" (Penny Muter, Peter Watson); "Happiness Is a Thing Called Subversion" (Kirit Patel); "Vision, Policy, or Accident?" (Keith Percy); "Discourse and Culture" (Julia Preece); "Democracy and Personal Empowerment" (Ian Roffe, Carolyn Inglis); "German Adult Education in East Germany after Unification" (Marion Sporing); "Starting with Self" (Alistair Thomson); "Telling the Story of the Self/Deconstructing the Self of the Story" (Robin Usher); "Two Cheers for Special Needs Provision in Adult Education" (Peter Watson); "Re-Visioning the Self" (Linden West); "Using Vocational Competences To Develop an Alternative Framework for Modern Language Teaching" (John Wilson, A. Ibarz); "NVQs National Vocational Qualifications and Individuals" (Jonathan Winterton, Ruth Winterton); and "Coming of Age" (Alexandra Withnall). (YLB)

ED 387 658   CE 070 049

Rudasill, Susann E.
The Development of a Competency Based Train-the-Trainer Course for the Certification of Professional Development Center Instructors.
PUB DATE- Sep 95
NOTE- 93p.; Ed.D. practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Competency Based Teacher Education; Curriculum Development; Needs Assessment; Self Evaluation (Individuals); Staff Development; *Teacher Certification; *Teacher Competencies; *Teaching Skills; *Trainers

ED 387 677 CE 070 077

Mikulecky, Larry; Lloyd, Paul
The Impact of Workplace Literacy Programs: A New Model for Evaluating the Impact of Workplace Literacy Programs. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 13 Mar 95
NOTE- 3p.; For the full report, see ED 348 579.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Evaluation Methods; *Literacy Education; Models; *Outcomes of Education; Program Effectiveness; *Program Evaluation

An evaluation model for workplace literacy programs was developed and applied at two industrial plants. Development of the model included a literature review and consultation with plant managers. The model included interviews, questionnaires, Cloze tests, class observation, plant-gathered productivity indexes, and supervisor ratings. The evaluation found that literacy instruction has produced some improvement in all areas assessed. However, gains appeared to be limited to areas directly addressed in class, and there was apparently no transfer of learning into areas not covered by instruction. Hence, specific goals need to be established for workplace literacy programs that encourage motivation and independence, as these are likely to spur increased engagement by workers in literacy-related activities. The study concluded that an impact assessment model that is broad-scale and rigorous, employing learner interviews, tests, questionnaires, company records, and supervisor ratings, can be performed even with limited time and resources. (KC)

ED 387 678 CE 070 079

Gal, Iddo; Schuh, Alex
Who Counts in Adult Literacy Programs? A National Survey of Numeracy Education. NCAL Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Mar 95
NOTE- 3p.; For the full report, see ED 377 382.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Uses in Education; Educational Needs; *Educational Practices; Evaluation Methods; *Literacy Education; National Surveys; *Numeracy; *Student Characteristics; Student Evaluation; Teacher Education; *Teacher Qualifications; Teaching Methods

A national survey examined the following: the extent of math-related activities in adult literacy programs, staff training in math, assessment frameworks being used, and the use of computers for teaching math. Of the 605 programs that received the questionnaire, 350 (57.9%) completed questionnaires. The 350 programs served more than 750,000 adult students in 1992-1993. Among the key findings of the study were the following: (1) although more than 80% of adult literacy students receive math-related instruction, less than 5% of their teachers are certified to teach math; (2) the math skills of adult literacy students are usually assessed by standardized tests that do not diagnoses and procedures; maintain computer files; compose electronic reports/correspondence; distribute information; evaluate procedures for processing and releasing patient information; gather, validate, and analyze data to support patient-related information system needs; and design, implement, and evaluate patient information department services and operations systems. (MN)

ED 387 695 CE 070 099

Competency Index. Health Technology Cluster.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 28p.; In: Tech-Prep Competency Profiles within the Health Technologies Cluster; see CE 070 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Anatomy; Career Development; Communicable Diseases; *Competence; *Competency Based Education; Computer Literacy; Disease Control; Emergency Medical Technicians; *Employment Qualifications; Ethics; First Aid; High Schools; Human Relations; Legal Responsibility; Malpractice; Medical Evaluation; Medical Services; Medical Vocabulary; Negligence; Nurses; Nutrition; Occupational Therapy Assistants; Pathology; Patient Education; Pharmacology; Physiology; Radiology; Recordkeeping; Risk Management; Stress Management; Teamwork; Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- Pharmacy Technicians

This competency index lists the competencies included in the 62 units of the Tech Prep Competency Profiles within the Health Technologies Cluster. The unit topics are as follows: employability skills; professionalism; teamwork; computer literacy; documentation; infection control and risk management; medical terminology; anatomy, physiology, and pathology; medical law and ethics; psychology of stress; psychology of human relations; first aid and medical emergencies; general administrative duties; vital signs; nutrition; basic pharmacology; patient education; examinations; laboratory tests and diagnostic procedures; radiography; respiratory care; occupational therapy; physical therapy; the nursing process; nursing communication; nursing clinical procedures; advanced nursing concepts; medication use; pharmacy technology; clinical chemistry; immunohematology; immunology and serology; bacteriology; parasitology; urinalysis; hematology; histology; phlebotomy; first responder; emergency medical technology; emergency medical services; oral anatomy and pathology; chairside procedures; dental restoration; partial denture fabrication; orthodontics; extraoral and intraoral examinations; preventive oral hygiene procedures; dental morphology; dental radiography; preventive dental assisting procedures; dental specialties; dental materials I and II; dental laboratory procedures; dental hygiene; health information processing; health information maintenance and clerical functions; health information quality control; health information report preparation; and health information supervision. (MN)

ED 387 696 CE 070 101

Currently 90 percent of juveniles who are placed in work sites complete their community service and restitution obligations. (SR)

ED 387 714 CG 026 150

Clark, Pat
Risk and Resiliency in Adolescence: The Current Status of Research on Gender Differences.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; Adolescents; At Risk Persons; Educational Objectives; *Environmental Influences; High Risk Students; Individual Characteristics; Self Esteem; *Sex Differences; Student Behavior; Youth
IDENTIFIERS- *Resilience (Personality)

By understanding at-risk youth, resilient youth, and the characteristics and behaviors of each, teachers and school personnel can create effective school connectedness and positive learning environments. This document focuses on resiliency factors in adolescence and how gender differences affect adolescent resiliency. Current research on environmental, behavioral and individual factors that may limit healthy adolescent development is discussed. Adolescent risk and protective factors are addressed by the following categories: (1) individual-related; (2) family-related; (3) peer-related; (4) school-related; and (5) community-related. Recommendations for schools related to adolescent risk and resiliency factors are provided. They include: assess the real problems; personalize schools; pay attention to girls' troubles; ensure extra-curricular activities; enhance academic achievement; expect students to do well; emphasize service learning programs; model respect and concern; increase parental involvement; and develop community collaborations. A portion of the document explores future research needs in adolescent development and concludes that more research is needed on the risk factor of academic failure as it related to gender, and how gender needs are addressed in the school setting. Contains 30 references. (SR)

ED 387 715 CG 026 176

Hanoun, Rasmyah Abdelgader
Childhood: Impressions of the Intifada.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Child Welfare; *Civil Disobedience; Conflict; Environment; Environmental Influences; Foreign Countries; Life Events; Stress Variables; *Violence; *Well Being
IDENTIFIERS- *Intifada; Israel; Palestinians

While most studies on the effects violence has on children concentrate on exposure to warfare or single cases of trauma, this document focuses on the effects of chronic violent events on the well-being of Palestinian youth. Information in this paper was attained from discussions with Palestinian youth ages 5-16 in Israel. The purpose of these discussions was to gain to receive follow-up telephone support services for a 2-week period to answer questions and aid in accessing services. A comparison of 24 youths in a control group to 25 youths in an intervention group revealed that fewer parents/guardians in the control group than the intervention group: (1) recalled recommendations made by the case manager; (2) contacted the service agencies recommended; (3) applied for services to the recommended agencies; or (4) received the recommended services. These findings highlight the importance of having a follow-up, support service added to the case management unit to help connect youths and their families with services. Ten appendices, comprising over half the document, include various forms, assessment instruments, and lists of service providers. Contains 28 references. (KW)

ED 387 734 CG 026 513

Vonie, Pamela A.
A Multi-Dimensional Approach for the Intake of New Residents.
PUB DATE- 95
NOTE- 85p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Counseling; Counseling Techniques; Counseling Theories; *Counselor Training; Family Counseling; Family Problems; *Residential Care; *Residential Institutions; *Residential Programs; Therapy

Intake of a youth into a residential treatment center is disruptive to both the child and to their family. Counseling agencies have an obligation to ensure that the emotional and informational needs of the resident and the resident's family are being addressed during this difficult time. This report offers a solution strategy to address the needs of the residents and their parents through a variety of approaches. The strategy includes residents receiving assistance by a trained peer helper for the first 24 hours of their placement. In addition, the program stresses training for staff members to better assist parents and residents with the emotional upheaval that placement has added to their lives. Following the implementation of those steps, case interviews were conducted with residents and staff, demonstrating an increase in the quality of the orientation process for both residents and their families. Appendices to the report include: an admissions checklist, a new resident orientation checklist, an agency fact sheet, a resident fact sheet, and complete staff and peer helper training programs. Contains 11 references. (Author/KW)

ED 387 735 CG 026 514

Roley, Jeffrey H.
The Design of an Effective Family Reintegration and Aftercare Program for Youth Successfully Leaving Residential Care.
PUB DATE- 95
NOTE- 90p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Counseling; Counseling Objectives; Counseling Techniques; Family Involvement; Group Unity; Residential Institutions; *Residential Programs; Youth Problems; *Youth Programs

The lack of support services following the release of adolescent school's curriculum is not easy, however. State departments of education encourage participation in AP courses, but most do not develop comprehensive or special initiatives to support it. States are encouraged to expand and improve AP course offerings through: training seminars for AP teachers; funding part or all of AP examination fees for students; and providing incentives for schools to participate in AP programs. (KW)

ED 387 754 CG 026 542

Soule, Christine J.; Appleton, Valerie
Life Quality Changes after HIV/AIDS Diagnosis: Positive Directions.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Counseling; Counseling Effectiveness; Counseling Objectives; Counseling Techniques; *Life Satisfaction; Need Gratification; Psychotherapy; *Quality of Life; *Self Actualization; Stress Variables; Well Being

Diagnosis of HIV/AIDS promotes a fear of the unknown, of death, or annihilation of self, of being, and of identity. Individuals face this threat in unique and holistic ways. This experience of crisis reflects stages of shock, disorganization, reorganization and resolution. Crisis can become a turning point and result in a passage toward successful adjustment, however. This study of 14 persons diagnosed with HIV/AIDS 5 to 7 months previously, examines the emotional, physical and spiritual changes that resulted from the HIV/AIDS diagnosis in three areas: (1) relationships with the self, or self-care; (2) relationships with others; and (3) relationships with a Higher Power. The participants interviewed reported a period of self-destructive behavior lasting from 6 months to 2 years, followed by an improved physical, social, and spiritual life. Participants also reported an inclination toward becoming more fully functioning and more open to self-exploration. Education and psychological care--including mental health counseling and pastoral care--are essential to dealing with this overwhelming disease. Other recommendations include counseling approaches that better facilitate the transition from trauma toward resolution and generativity. Further studies of the psychosocial effects on persons diagnosed with HIV/AIDS are recommended. Contains 19 references. (KW)

ED 387 755 CG 026 544

Dykeman, Cass
An Introduction to Working Alliance Theory for Professional Counselors.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counseling; *Counseling Effectiveness; Counseling Objectives; Counseling Psychology; *Counseling Techniques; Counseling Theories; Counselor Educators; *Counselor Training; Psychotherapy
IDENTIFIERS- *Working Alliance; Working Alliance Inventory

Few contemporary developments in psychology rival the impact of working alliance theory. This construct can predict

Cohen, Michael J.; And Others
Reconnecting with Nature.
PUB DATE- 95
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Development; Conservation (Environment); Conservation Education; *Ecology; *Environmental Education; Environmental Influences; Individual Development; Naturalistic Observation; Natural Resources; Outdoor Education; *Perceptual Development; Physical Environment; *Psychology; *Sensory Experience; Trails

Earth and its people are at risk. This book empowers anyone to personally deal with being at risk, with destructive personal stress, and environmental trauma. It shows how to let nature place its wisdom into one's thinking and overcome society's separation from nature. It lets nature itself teach us how it works and how to participate in its process. This process adds something new to how we reason. We learn to reason by reasonably creating moments that let Earth speak to us and share its wisdom. It is a natural sensory science that gives hope to those who use it, and integrity to those who welcome it. It lets the individual choose to responsibly find happiness moment by moment, and by that process create, and sustain an enjoyable, supportive community locally and globally. The reader is introduced to 48 additional senses. Opportunities to learn from experience are provided in an appendix designed for readers to initially acquaint themselves with its subject through 16 sensory nature activities. (JBJ)

ED 387 774 CG 026 591

Krieg, Fred Jay; And Others
Transition: Student to Work. Models for Effective Transition Planning.
PUB DATE- 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Aspiration; Career Choice; *Career Guidance; Career Planning; *Disabilities; Educationally Disadvantaged; *Education Work Relationship; Employment Potential; *Federal Programs; High Schools; Individualized Education Programs; Job Placement; Junior High Schools; Models; *Noncollege Bound Students; School Counseling; School Guidance; School Psychologists; *Special Needs Students; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994; *School to Work Transition

There are great parallels between the School-to-Work Opportunities Act and the legislation which produced transition services for individuals with disabilities. The rationale is clearly the same: a real recognition and concern exists about the difficult transition that faces all high school graduates as they prepare to live on their own, assume new roles in the adult community, and enter the world of work. This project was

Instruction
IDENTIFIERS- Deconstruction; ERIC Digests; Historical Background; *Literary Theory; Postmodernism; *Poststructuralism; Response to Literature; Structuralism; Theory Development

This digest provides a historical review of some current literary theories and practices which developed from contemporary philosophy. Structuralism, associated with Ferdinand de Saussure and Claude Levi-Strauss, with a seemingly scientific view of language and culture posited a systemic "center" that organized and sustained an entire structure. The historic attack against this central premise of structuralism is usually traced to a paper entitled "Structure, Sign and Play in the Discourse of the Human Sciences," delivered by Jacques Derrida in 1966. Derrida criticized the Western "logocentric" notion of an ever-active transcendent center or ground. Poststructuralism is generally considered to include three main features: the primacy of theory; the decentering of the subject; and the fundamental importance of the reader. Following is a discussion on: (1) How has poststructuralism as a theory affected English classroom practices in the teaching of literature? and (2) How has poststructuralism affected the teaching of writing? Contains 15 references. (NKA)

ED 387 795 CS 215 035

Clemmons, Joan; Laase, Lois
Language Arts Mini-Lessons: Step-by-Step Skill-Builders for Your Classroom.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Language Arts; *Lesson Plans; Middle Schools; Notetaking; *Reading Skills; *Reading Strategies; Student Motivation; Vocabulary Development; *Writing Instruction; *Writing Processes
IDENTIFIERS- Graphic Organizers; Minilessons

Using content to motivate students in grades 4-8 to acquire reading and writing skills, this book presents 13 mini-lessons on using literature to teach skills and strategies in reading, writing, and grammar. Each lesson covers at least 2, if not all 3 of these areas, and each lesson can easily take several days to cover. Each lesson presents the objective of the lesson, an introduction, a list of materials and preparations to complete, procedures, follow-up activities, and students evaluation methods. Chapters in the book are: (1) How To Use This Book; (2) A Look at a Literature-Based Classroom; (3) Questions and Answers; (4) Comprehension Strategies; (5) Taking Notes; (6) Writing Paragraphs from Summary Notes; (7) Data Retrieval Chart: A Graphic Organizer; (8) Revising Sentences; (9) Using a Thesaurus; (10) How a Story Is Developed; (11) Point of View; (12) Writing Dialogue; (13) Writing Lead Sentences; (14) Writing Plurals; (15) Possessive Nouns; and (16) Developing Vocabulary Using a Semantic Map. (RS)

ED 387 796 CS 215 036

Levin, Michael H.
"Maniac Magee." A Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 037-039.

teachers should have some understanding of the evolution of English-based creoles in the Caribbean, where highly stratified societies set up by Europeans usually consisted of a small ruling minority and a large mass of mainly non-European laborers from many different language groups (mostly slaves from West Africa and indentured laborers from Asia and Europe). The speakers of these different language groups eventually developed an auxiliary contact language drawn mainly from the European language of the ruling elite. This contact language evolved eventually into creole. On arrival in public schools or colleges in New York, today's Caribbean immigrants confront the politics of placement, assessment, and language policy. Since English is their native language, state law prevents educators from putting them in anything but mainstream classes for native speakers, yet they do have language problems. Explanation of some common differences illustrate how a teacher might respond in the classroom. The extent to which students will succeed depends on the teachers' understanding of the sensitive cultural issues involved; they must validate the cultural differences while at the same time help Caribbean students to gain proficiency. (TB)

ED 387 815 CS 215 083

Ross, Jeffrey; Faucette, Dixon
Writing about Math in English 101. A Title III Funded Learning Community Project at Central Arizona College--Superstition Mountain Campus. Final Report.
PUB DATE- 14 Dec 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Content Area Writing; *Freshman Composition; Group Dynamics; Higher Education; Instructional Effectiveness; *Mathematics; *Student Attitudes; *Student Reaction; *Writing Assignments
IDENTIFIERS- *Central Arizona College

During the 1994 fall semester, an instructor taught an English 101 section at Central Arizona College-Superstition Mountain Campus that used readings from Graham Flegg's "Numbers: Their History and Meaning" as the basis for 3 of the assigned readings. Only 3 of the 5 assigned essays were based on math--as opposed to all of them--for several related reasons: (1) the degree of difficulty of such assignments for beginning composition students; (2) the belief that not all of the composition students would improve as writers if they felt completely alienated by the essay subject matter (an all-math class); and (3) the sense that retention in the class would suffer if students were not allowed to write an equal number of essays dealing with more "language-friendly" subject areas (history, culture, sociology). Although the students were never completely comfortable with the idea of writing about math and the plaintive request for "regular English essays" was heard frequently, the outcome was generally successful. The class came to realize that written composition can be an effective tool in areas other than literature-based or personal narrative pieces of writing. However, the intellectual difficulty of the assignments may have impeded the students' ability to improve their writing processes and grammatical/syntactical skills. (Contains student responses to the math agenda at various points in the semester, sample writing assignments, and a student writing sample.) (TB) scripts in the book are short in length, affordable to produce, and offer educators a fresh and simple approach to teaching students acting, design, directing, and research. After an introduction and play synopses, the scripts in the book are as follows: (1) "The Tinder Box" (A Fairy Tale); (2) "Casings" (A Space Yarn); (3) "The Pied Piper of Hamelin" (A Little Comedy); (4) "The Quib Blaster from Zantar" (A Space Farce); (5) "Beauty and the Beast" (A Romantic Tale of Enchantment); (6) "Opposing Forces" (A Space Drama); (7) "Koba and the Red Lion" (A Jungle Fable); (8) "The Phantom of the Crystal Chasms" (A Space Masque); and (9) "Winds of Silk" (A Minispectacle). (RS)

ED 387 835   CS 509 028

Newburger, Craig
SCANS and the "Goals 2,000: Educate America Act"--External Validation for Expanding Communication Instruction Requirements across the Undergraduate Core Curriculum.
PUB DATE- 19 Nov 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Communication Skills; Conflict Resolution; *Curriculum Development; Elementary Secondary Education; Federal Legislation; Higher Education; Interpersonal Communication; Problem Solving; Public Policy; Skill Development; *Speech Communication; Undergraduate Students
IDENTIFIERS- *Goals 2000; *Secretarys Comm on Achieving Necessary Skills

In 1989, President George Bush met with the nation's governors and the foundation was laid for the "Goals 2000: Educate America Act" (signed into law March 1994). The act provides funds to underwrite states' development and implementation of content and performance standards and associated assessment methodologies directed toward helping students meet nationally determined academic and occupational skill standards. The "Goals 2000" act created the National Education Standards and Improvement Council and charged it with the responsibility to examine and certify voluntary national and state content, student performance, opportunity-to-learn standards and assessment systems voluntarily provided by states and content groups. Postsecondary speech communication administrators are in a position to assist their respective campuses in proactively meeting the charges of "Goals 2000" and SCANS (which stands for the Labor Secretary's "Secretary's Commission on Achieving Necessary Skills") and, additionally, aid in the preparation of competitive subgrant proposals. A case might easily be made for requiring three communication courses across the undergraduate core curriculum: public speaking (taught from a critical thinking perspective), interpersonal communication, and group discussion (with an emphasis on problem solving and, to some degree, conflict resolution). Goals 2000 and SCANS provide speech communication administrators with compelling legislative and rhetorical support for the broad expansion of communication instruction requirements across the undergraduate core curriculum. (TB)

ED 387 836   CS 509 029

appended.) (NKA)

ED 387 853 EA 026 943

Patrick, James Edward
Correlation between Administrative Style and School Climate.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Educational Environment; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; *Organizational Climate; *Teacher Administrator Relationship; *Teacher Attitudes

The principal's administrative style strongly influences teachers' satisfaction. This paper provides an overview of literature on administrative styles and presents findings of a study that explored the relationship between principals' leadership styles and school climate. A principal-evaluation survey was distributed to 30 graduate students in the Curriculum and Instruction Department at Chicago State University. Findings showed a statistically significant correlation between respondents' scores on school climate and those of principals' administrative style, gender of the principal, respondents' teaching experience, and respondents' job position. The most significant correlation was between perceptions of school climate and gender of the principal. The data show an overall correlation between administrative style and school climate. One table is included. A copy of the questionnaire and statistical data are included. (Contains 20 references.) (LMI)

ED 387 854 EA 026 981

Foucher, Michel
The New Faces of Europe. Secondary Education.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133),Reports - General (140)
DESCRIPTORS- Economic Change; Economic Development; Foreign Countries; *Geographic Distribution; Maps; Migration Patterns; *Physical Divisions (Geographic); Political Divisions (Geographic); Population Distribution; Secondary Education; Urban to Rural Migration; *World Geography
IDENTIFIERS- *Europe (East Central)

This monograph, published as part of the project "A Secondary Education for Europe," offers some basic data on the contemporary human geography of the European continent, with a focus on central and eastern Europe. The document first describes civic issues in the teaching of geography and cartography of the new Europe. The basic pedagogical intent of the text is to show, through a set of maps, the solidarity that links or should link the nations and states of Europe. The document advocates a geographical approach that takes into account Europe in peacetime and at war, the Europe to be developed, and the Europe to which peace must be brought. It argues that the teaching of geography must be modernized, particularly in the states that are in the process of being created, and that geography must portray territory in terms of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counseling Services; *Delivery Systems; Efficiency; Elementary Secondary Education; Integrated Services; Partnerships in Education; *Psychoeducational Clinics; *Psychological Services; Pupil Personnel Services; Special Education
IDENTIFIERS- *Toledo Public Schools OH

The East School Assistance Center (ESAC) is an organizational unit of Toledo Public Schools that provides psychological and special-education services to the East Toledo region of the district. This paper presents findings of a study that evaluated the quality and efficiency of the center's services. The delivery model features a regional location and shared housing, school-assistance teams, an emphasis on intervention, a steering committee, weekly staff meetings, cross-categorical special-education supervision, evening hours, and school-community agency collaboration. Data were obtained from a survey of regular-education K-8 teachers, all special-education teachers, and school administrators in the East Toledo service region. The return rate was 70 percent for administrators, 39 percent for regular-education teachers, and 47 percent for special-education teachers. The center's records were also analyzed. Survey respondents perceived an improvement over the services previously provided in the area. Improvement occurred across the following dimensions--availability, responsiveness, timeliness, pleasantness/professional behaviors, utility, and satisfaction. However, the data did not indicate that the center's service-delivery model was more or less efficient than the traditional model, in part because the workload of psychologists and output were difficult to measure. If the district chooses to adopt the East Center model throughout the district, it should focus on the selection and training of center personnel for successful implementation. Nine tables are included. (LMI)

ED 387 874 EA 027 063

Kushner, Susan N.; And Others
A Portrait of School Improvement Efforts across Florida High Schools: A Content Analysis of 1993-94 School Improvement Plans.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Educational Improvement; *Educational Objectives; High Schools; *Institutional Mission; Master Plans; *Mission Statements; Performance; *Statewide Planning
IDENTIFIERS- *Florida

In 1991, the Florida legislature adopted Blueprint 2000, a comprehensive system of school improvement. Guided by the National Education Goals and a commitment to flexibility at the local level, Blueprint 2000 renews the state's resolve to improve student performance by encouraging the involvement of all stakeholders in the schooling process. This paper presents findings of a study that examined the initial 1993-94 school-improvement plans submitted by Florida high schools in response to the mandates of Blueprint 2000. Methodology included a content analysis of the plans of 137 out of 274 Florida high

Elementary Secondary Education; *Finance Reform; Financial Support; *Income; Local Issues; *Property Taxes; *School Districts; *State Legislation; *Tax Effort; Tax Rates
IDENTIFIERS- *Ohio

Ohio State Senate Bill 28 allows school districts, with voter approval, to impose a tax on the incomes of district residents. This paper examines the early response of school districts to the opportunity presented by the legislation. The paper explains the Ohio system for funding public schools, with a focus on revenue growth, describes features of Ohio local income-tax legislation, and presents results of local income-tax elections held in 1989-90. Data show that the average approval rate for income-tax proposals was 20 percent, compared with a 48 percent average for approval of property-tax proposals. Twenty-one districts approved the income tax in the first two elections, comparing favorably to six districts that approved income-tax proposals in 1982-83. The greater number of successful income-tax initiatives indicates growing acceptance of the tax for school operations. The income tax appeals to school officials because it is not subject to the tax-rate reduction that is imposed on property tax rates, thus decreasing the need for school districts with income-tax revenues to seek approval of tax increases. Moreover, the income tax creates a less onerous tax climate for business. However, a substantial shift in the burden of taxation could occur if the income tax became widely accepted, shifting away from business taxpayers and onto individual, nonbusiness taxpayers. One table is included. (Contains 21 references.) (LMI)

ED 387 893 EA 027 087

The Feasibility of Applying the Micro-Financial Analysis Model to Expenditures for Public Education in Hawaii: What Reaches the Classroom? A Report to the Governor and the Legislature of the State of Hawaii. Report No.94-6.
PUB DATE- Sep 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Effectiveness; Costs; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Financial Audits; Models; Operating Expenses; *Public Education; Public Schools; *Resource Allocation; School Statistics; Student Costs
IDENTIFIERS- *Hawaii

In order to determine the effectiveness of Hawaii State expenditures on public education (one-third of Hawaii's general revenues funds), the state legislature asked that the state auditor study the feasibility of applying a model to analyze expenditures for public education. The state auditor engaged Dr. Bruce S. Cooper, a professor at Fordham University, who had developed a Micro-Financial Analysis Model. The model tracks expenditures from administrative costs down to classroom-instruction costs on a school-by-school basis. Using expenditure data for fiscal year (FY) 1992-93, the audit found that the per-pupil cost of public education was $5,320, slightly above the national average of $5,209 for FY 1991-92 reported by the National Center for Education Statistics (NCES). Central-office costs--the state Department of Education (DOE) office and 7 district offices--accounted for 16.3 percent of public education moneys tracked by the model; however, the logical/mathematical, bodily/kinesthetic, and interpersonal. One figure is included. (Contains 17 references.) (LMI)

ED 387 912 EA 027 108

Williams, Marium Thomas
The Mystery of Motivation: A Synthesis of Clues for Its Solution.
PUB DATE- Oct 95
NOTE- 13p.; Title on cover page is: "The Mystery of Motivation: Staff Development for all School District Personnel."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Incentives; Job Satisfaction; *Motivation; Motivation Techniques; Organizational Development; *Organizational Theories; *Professional Autonomy; Professional Recognition; Rewards; *Self Motivation

Organizational theorists have long pondered answers to the question of how best to move people toward effective purpose. This paper synthesizes literature that focuses on ways to promote autonomy among workers. The autonomous worker chooses practical efficiency and moral responsibility. Findings are listed in the following areas: motivation and autonomy, characteristics of intrinsically motivated people, job satisfaction and motivation, combinations of intrinsic and extrinsic motivators, and extrinsic rewards and motivation. It is recommended that leaders seek alternatives to the extrinsic reward system for their personnel in the schools and workplaces in order to promote productivity and job satisfaction. (Contains 39 references.) (LMI)

ED 387 913 EA 027 109

Gipe, Linda, Comp.
School Improvement Network Directory, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 148p.; For 1994 directory, see ED 383 038.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Institutional Mission; *School Effectiveness; *School Surveys; Student Behavior

The 1995 "School Improvement Network Directory" is part of a series designed to facilitate information exchange and support among schools and districts involved in long-term school-improvement efforts. The directory provides information about 260 schools working with the school-based-management process, Onward to Excellence (OTE), to improve student performance. Since 1992, each year's directory has supplemented the information provided in the previous year's edition, without duplicating that information. Questionnaires were sent only to those OTE-trained schools that had not been profiled the year before. Together, the two newest directories provide a complete picture of all schools that both received OTE training and returned completed questionnaires. Each entry contains the following: a school contact person's name, address, and telephone number; information about the status of OTE in the school; background information; student-body composition and mobility rate; and school-improvement goals, progress made toward them, and the practice clusters used to meet those

PUB DATE- May 95
NOTE- 66p.; For Volume 2, see EA 027 132.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Grouping (Instructional Purposes); High Risk Students; Organizational Change; *School Organization; *School Restructuring; State Standards; Student Evaluation
IDENTIFIERS- *California

This document is the first volume of two that jointly report on schools engaged in systemic reform. "Volume I: Lessons Learned" provides an indepth analysis of restructuring efforts across 10 schools participating in the Every Student Succeeds (ESS) and other state-reform initiatives. Based on a 3-year study, the volume synthesizes the major findings around several themes central to the current national systemic-reform agenda and derives implications and recommendations for schools, districts, and state and federal policymakers. The ESS initiative created a network of schools to promote change efforts aimed at improving learning for at-risk students. The first phase of the study looked broadly at school restructuring, and the second phase focused in more detail on issues related to systemic reform and serving diverse student populations. Data were gathered through site visits to 23 of the 41 ESS schools, individual and focus-group interviews with key groups, classroom observations, document analysis, and followup telephone interviews with principals. Findings underscore the two primary goals of ESS: providing access to a high-level curriculum for all students through interactive learning; and setting high standards for all students and measuring the impact of educational strategies. Schools relied upon three major strategies to provide all students with a genuine opportunity to learn. These strategies sought to: (1) create more equitable and responsive student-teacher configurations to meet the learning needs of all students; (2) enrich the curriculum and tailor instruction for all students; and (3) build the knowledge, skills, and capacity of school staff. The schools' organizational strategies, tensions and solutions, and assessment-development processes are also described. One figure and four tables are included. (Contains 21 references.) (LMI)

ED 387 932 EA 027 132

Carlos, Lisa; And Others
A View from the Bottom Up: School-Based Systemic Reform in California. Volume 2: Ten Profiles.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 98p.; For Volume 1, see EA 027 131.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Grouping (Instructional Purposes); High Risk Students; Organizational Change; *School Organization; *School Restructuring; State Standards; Student Evaluation
IDENTIFIERS- *California

This document, the second of two volumes, contains individual profiles of 10 schools that participated in California's Every hypermedia software provided reading selections designed to supplement a basal reader series by offering easily accessible, additional information about the text along with decoding and comprehension strategies within the context and physical structure of the basal reading selection itself. The software consisted of a series of hypermedia lessons based on selected lesson segments from each basal grade level textbook series. Scope and sequence of skills and pedagogical techniques in the hypermedia lessons were kept constant with the basal teaching guidelines. The project found that the highest benefit was found for students who participated in the project for 3 years (either grades K-1-2 or 1-2-3). These students significantly outperformed peers who participated in control classrooms for 3 years. Individual sections of this report provide: a summary of project accomplishments, a listing of project objectives, identification of procedural objectives, a detailing of accomplishments, a presentation of results, and a discussion. Twenty-five tables and four figures present further detail. A research paper by Kyle Higgins and Randall Boone, entitled "Hypermedia Computer Assisted Instruction: Adapting a Basal Reader Series," and a reprint of an article by Randall Boone and Kyle Higgins, entitled "Hypertext Hypermedia Information Presentation: Developing a HyperCard Template," are also attached. (DB)

ED 387 950   EC 304 304

Boone, Randall; Higgins, Kyle
Hypermedia Applications for Content Area Study Guides.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 54p.; For related documents, see EC 304 303-307.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basal Reading; *Computer Assisted Instruction; Content Area Reading; Educational Media; Elementary Secondary Education; *Hypermedia; *Instructional Effectiveness; Learning Disabilities; *Material Development; Reading Difficulties; Reading Instruction; Reading Materials; Remedial Instruction; *Special Needs Students; *Study Guides

This paper reviews the literature and reports on three studies evaluating the use of hypermedia computer study guides or supplementary reading materials with regular students, remedial students, students having learning disabilities, and poor readers. Introductory material explains what hypermedia is and describes typical features. Research supporting the effectiveness of traditional paper/pencil study guides is reviewed and differences between a hypermedia study guide and traditional computer-assisted instruction are noted. Study 1 involved 40 high school students studying Washington State history who received either teacher lecture alone, teacher lecture and hypermedia study guides, or hypermedia study guides alone. Study 2 explored the use of hypermedia study guides as a follow up to teacher-presented instruction, especially with the five lowest-achieving students of Study 1. In Study 1, students who used only the hypermedia study guides performed consistently better than students in the other two conditions. This was true also for students identified as remedial or with learning disabilities. Study 2 also found the hypermedia study guides effective with low-achieving students. Study 3 found positive results in evaluating the efficacy of supplementary hypermedia lessons for elementary students in classrooms using successful school experiences. An inverse relationship between the educator's level of knowledge and perceived competence was also found. Three guidelines for parents are presented: (1) become informed about services that will help your child and about your rights in accessing these services; (2) establish a collaborative relationship with the education team; and (3) remember to take care of yourself to help cope more effectively with stress factors. (Contains 29 references.) (DB)

ED 387 968 EC 304 322

Glang, Ann; And Others
Using Direct Instruction with Brain Injured Students.
PUB DATE- Mar 93
NOTE- 8p.; In: Home/School Support for Families and Children with Traumatic Brain Injury. Final Report; see EC 304 319.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Elementary Education; *Head Injuries; *Individualized Instruction; Instructional Effectiveness; Intervention; *Neurological Impairments; *Teaching Methods; Tutorial Programs
IDENTIFIERS- *Direct Instruction

This article describes two case studies of children, ages 6 and 8, with severe traumatic brain injuries (TBI) in which direct instruction programs were used to teach a variety of academic skills. Following an initial evaluation, the teacher began individualized instruction 2 to 3 times per week for 6 weeks. After approximately 12 hourly instructional sessions, both students made substantial academic progress in their targeted instructional areas. The gains were seen in both discrete and more complex skills. Both students regained skills lost as a result of their injury and also gained new skills. A table lists learning characteristics of children with TBI and features of the direct instruction approach which address each characteristic. (Contains 13 references.) (DB)

ED 387 969 EC 304 323

Singer, George H. S.; Nixon, Charles
"You Can't Imagine Unless You've Been There Yourself": A Report on the Concerns of Parents of Children with Acquired Brain Injury.
PUB DATE- Mar 93
NOTE- 45p.; In: Home/School Support for Families and Children with Traumatic Brain Injury. Final Report; see EC 304 319.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Accidents; Behavior Problems; *Coping; *Emotional Adjustment; *Family Problems; *Head Injuries; Hospitalized Children; *Neurological Impairments; *Parent Attitudes; Parent Child Relationship; Qualitative Research; Rehabilitation; Siblings; Social Systems; Stress Management; Stress Variables

This report describes a qualitative study of the experiences and perceptions of parents of children with severe acquired brain injury (ABI) and summarizes the experiences of several parents during the first year following their child's traumatic brain injury. Twenty-five parents participated in a day-long focus group, in lengthy structured interviews, or in a stress management class. All of the children or young adults with ABI required intensive educational support services. Children's

*Behavior Problems; Child Rearing; Knowledge Level; Parent Child Relationship; *Parent Education; *Parenting Skills; *Preschool Children; Preschool Education; Program Effectiveness
IDENTIFIERS- *Behavior Management

This practicum was designed to give parents of preschool children with autism an understanding of the disorder and appropriate skills to manage their children's challenging behaviors. A curriculum-based training series involving weekly 2-hour sessions was implemented during a 12-week period for 25 participants. Goals included increasing the parents' understanding of autism, enabling them to define a child's behavior, and teaching parents the skills of designing and implementing behavior management protocols. The training format utilized a combination of direct instruction, group discussion, viewing of videotapes, practice activities, and homework activities. The results of the practicum were positive and all specified goals were met. Parents increased their understanding of autism and were able to develop and implement appropriate behavior management interventions. Appendices include the behavior management survey, a post-evaluation questionnaire, a listing of problem behaviors, and the training course evaluation questionnaire. (Contains 39 references.) (DB)

ED 387 988 EC 304 342

Screening for Adults with Learning Disabilities: The Role of the Practitioner in the Assessment Process.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adults; Auditory Perception; Behavior Patterns; *Disability Identification; *Educational Diagnosis; *Learning Disabilities; *Literacy; Observation; *Screening Tests; Visual Perception

This guide is intended to help the literacy practitioner in the identification of adults with learning disabilities. These adults have worked diligently for a year or more to improve comprehension skills, writing and spelling, or work skills, yet, have made little progress. The role of screening as only the first step in a process involving a formal assessment by a qualified professional, is stressed. First, a set of questions to be answered by the literacy practitioner as he/she observes the individual is provided. Next are lists of typical characteristics of individuals with vision/hearing and/or auditory/visual processing problems. Following this is a list of typical problems in three areas of academic performance: reading, expressive language, and mathematics. A list of behavior patterns and psychological manifestations indicating the possibility of a learning disability is also provided. Finally, other means of information gathering such as reviews of records, a screening interview, a screening questionnaire, and a screening tool are suggested. (DB)

ED 387 989 EC 304 343

Adults with Learning Disabilities: Definitions and Issues.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This book highlights 10 preschool education programs for children with autism, focusing on each program's structure and content, diagnosis and assessment, staffing and administration, curriculum, integration, use of aversive behavior modification techniques, family involvement, and outcomes. The book consists of 11 chapters, the first of which is an introductory chapter titled, "Preschool Programs for Children with Autism," by Sandra L. Harris and Jan S. Handleman. Chapters 2-11 are reviews of various programs. They are: May Center for Early Childhood Education in Massachusetts, by Stephen R. Anderson, and others; Delaware Autistic Program, by Andrew S. Bondy and Lori A. Frost; Montgomery County Public School System Preschool for Children with Autism in Maryland, by Andrew L. Egel; Douglass Developmental Disabilities Center in New Jersey, by Jan S. Handleman and Sandra L. Harris; (5) Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) Services for Preschool Children in North Carolina, by Catherine Lord and Eric Schopler; (6) The Princeton Child Development Institute in New Jersey, by Lynne E. McClannahan and Patricia J. Krantz; (7) Walden Preschool in Massachusetts, by Gail G. McGee, and others; (8) Berkshire Hills Learning Center in Massachusetts, by Michael D. Powers; (9) Children's Unit for Treatment and Evaluation in New York, by Raymond G. Romancyk, and others; and (10) Learning Experiences Alternative Program (LEAP) Preschool in Pennsylvania by Phillip S. Strain and Linda K. Cordisco. (Each chapter contains a reference list.) (MDM)

ED 388 007		EC 304 362

Brinckerhoff, Loring C.; And Others
Promoting Postsecondary Education for Students with Learning Disabilities: A Handbook for Practitioners.
PUB DATE- 93
NOTE- 440p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; College Students; Definitions; Disability Identification; Educational Diagnosis; *Educational Opportunities; Federal Legislation; Higher Education; *Learning Disabilities; Program Development; Program Effectiveness; Program Evaluation; Psychological Characteristics; Resource Materials; *Student Characteristics; Student Evaluation; *Student Personnel Services; *Symptoms (Individual Disorders)

This book is designed to help postsecondary education personnel initiate or refine college programs for students with learning disabilities (LD). Following an introductory chapter, chapters 2-3 discuss the need for such postsecondary programs and presents an overview of federal legislation designed to ensure educational opportunities for students with disabilities. The book then defines the learning-disabled population and examines the assessment and diagnosis of LD in chapter 4. It explains the psychosocial characteristics of LD and offers practical suggestions for the development of support services to assist students with LD to succeed in college in chapter 5. The book then addresses staffing and personnel development concerns, as well as the development of campus policies and guidelines for service delivery to the student population in chapters 6 and 7. In chapter 8 the book addresses issues determining academic adjustments at the postsecondary level. Finally, in chapters 9

94308.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Academic Aptitude; Case Studies; *Cerebral Palsy; Educational Environment; Elementary Secondary Education; *Gifted Disabled; Interviews; Mainstreaming; Poetry; Qualitative Research; Special Classes; *Student Characteristics; Student Development; Talent; Talent Identification; *Teaching Methods

Qualitative cross-case methodology was employed to explore the experiences of two gifted students with cerebral palsy. The following questions were investigated: (1) In what ways do these students show their intellectual abilities? and (2) What instructional strategies or techniques were especially beneficial in developing these abilities? One student was in a self-contained gifted program at the elementary level; the other in regular and college preparatory high school classes. Data collection occurred over a 3-year period and employed participant observation, interviewing, document analysis, audiotaping, and videotaping. The subjects demonstrated such characteristics as advanced academic abilities, broad base of knowledge, quickness of learning and recall, sophisticated sense of humor, curiosity, insight, maturity, desire for independence, and use of intellectual skills to cope with their disability. Instructional variables conducive to skill development included willingness of teachers to accommodate for their disabilities, mainstreaming with nondisabled students, individualization and opportunities for student choice, hands-on experiences, development of thinking skills, simulation, thematic instruction, and high-level discussion. Four assertions emerged from the cross-case analysis: (1) the difficulty in expressing and recognizing indicators of giftedness; (2) the differential impact of classroom atmosphere, structure, and instructional activities; (3) the influence of integration into regular classrooms; and (4) barriers which students must overcome to reach their goals. Appendices include samples of one student's poetry and suggestions for parents. (Contains 48 references.) (DB)

ED 388 024 EC 304 379

Frasier, Mary M.; And Others
A Review of Assessment Issues in Gifted Education and Their Implications for Identifying Gifted Minority Students. Research Monograph 95204.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 46p.; Executive Summary on p.vii-xiii also published separately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Economically Disadvantaged; Elementary Secondary Education; Ethnic Groups; *Evaluation Methods; *Gifted; Limited English Speaking; *Minority Groups; Referral; *Student Evaluation; Teacher Attitudes; Test Bias
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

borrows from the natural process of language learning as it asks the student to remember whole expressions that serve as vehicles for learning both words and rules, which may later result in additional expressions. The starting point is a collection of sentences grouped according to a single, common, often irregular, verb. Further anchors are also based on basic parts of speech. Pronunciation is taught using imitative English spelling and general remarks. Memorization is also important, and students are taught phrases that can actually be used with fellow students; affective content is stressed above cognitive content. Test results are offered from students who learned from an Italian grammar (class average 7.3) and those who learned via the anchored method (class average 8.59); a 15% improvement is demonstrated with the anchor method. (NAV)

ED 388 044 FL 023 282

Price, Rolanda
Improving Student Motivation in Spanish 1 through Communicative Activities.
PUB DATE- Feb 94
NOTE- 108p.; Master's Thesis, Saint Xavier University, Illinois.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); *Grade 8; Introductory Courses; Junior High Schools; Language Skills; Second Language Learning; *Spanish; *Student Motivation; Teaching Methods
IDENTIFIERS- Illinois

This report describes a program for improving motivation in eighth grade, first-year Spanish classes in a growing middle and upper class, predominantly Caucasian suburban community of northern Illinois. Survey results confirmed that students' enthusiasm for foreign language study decreased dramatically once the novelty of learning Spanish had worn off and the study of grammar was introduced. Analysis of the situation revealed that student interest declined when most of the class activities were based on skill acquisition rather than actual skill usage. In addition, the class was teacher-centered and perceived as too strict with few hands-on activities or group opportunities. New strategies introduced included increased communicative activities, creating activities that promoted skill usage, de-emphasizing textbook learning and drills, creating a need to use and understand the language, preparing more interesting and meaningful activities, and creating a supportive classroom atmosphere. Applying the new strategies has resulted in improvement in all areas except vocabulary and grammar. Appendixes include the surveys used and new activities lists. (Contains numerous references.) (NAV)

ED 388 045 FL 023 283

Donovan, Renate H.; Hodson, Julie K.
Espanol Aumentativo! A Transitional Bilingual Education Program for Secondary Hispanic Preliterates. Evaluation Report, Year Four.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Leadership Life Skills Development Scale was administered as a pretest/posttest. Findings indicated that, for the 1994 interns, increases in frequency were seen in 26 life skills; in 1995, only seven life skills showed an increase in mean frequency. Mentors thought this was a valuable opportunity for professional growth and renewal. Students found it a very valuable career awareness activity that provided personal and professional development. (YLB)

ED 387 603 CE 069 926

Hatcher, Tim
Worker Participation Programs in U.S. Industry: A Unionist's Perspective.
PUB DATE- 25 Oct 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Employee Relationship; *Labor Relations; *Management Teams; *Organizational Development; *Participative Decision Making; Quality Circles; Quality Control; Teamwork; Total Quality Management; Trend Analysis; *Unions
IDENTIFIERS- *Employee Participation

New managerial techniques such as total quality management and similar worker participation programs are an important albeit controversial component of the recent changes in the workplace brought about by increasing globalization of the economy. In addition, organized labor is faced with a changing and increasingly diverse population of new workers who are generally less willing to accept unionization, more accepting of collectivism, and more accustomed to working for lower wages. Unions have traditionally resisted attempts to introduce employee involvement programs with few or no reasonable countermeasures, and management has traditionally failed to rationalize the need for employee involvement programs with organized labor or to provide ample opportunities for negotiation subsequent to implementing employee participation programs. Consequently, the success of employee participation programs has been mixed. Management has generally been unwilling to give up control, and unions have been unwilling to experiment with innovative work methods. Corporate stakeholders, management, and union leaders must all realize that their historic roles of conflict have crippled their ability to succeed and that trust and honesty on the part of management and unions alike is critical to the country's economic future. (Contains 29 references.) (MN)

ED 387 604 CE 069 928

Kellum, Mary
Diesel Technology: Workplace Skills. Teacher Edition and Student Edition.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Career Education; Careers; Curriculum Guides; *Diesel Engines; Instructional Materials; Learning Activities; Motor Vehicles;

publications. (KC)

ED 387 622 CE 069 987

Baldwin, Janet, Ed.
Who Took the GED? GED 1993 Statistical Report.
PUB DATE- 94
NOTE- 44p.; For related reports, see ED 324 343, ED 335 405, ED 350 311, and CE 069 986-988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Adaptive Testing; Adult Basic Education; Dropout Programs; Educational Attainment; *Educational Certificates; *Equivalency Tests; Group Testing; *High School Equivalency Programs; *Scores; Standardized Tests; Student Certification; Tables (Data); Test Format; *Testing Programs; Test Use
IDENTIFIERS- *General Educational Development Tests

This report contains 12 tables and 12 figures documenting the results for the General Educational Development (GED) tests in 1993. The tables and figures provide information on the following: testing volumes; percent tested by age group; credentials issued by age group; testing by language; testing by special editions and adaptations; highest grade completed; additional data; credentials issued, 1988-1993, and cumulatively since 1971; population of adults without high school diplomas, GED participation rate, and GED credentialing rate, by jurisdiction; trends in GED testing, 1949-1993; GED passing score requirements, percent of high school graduates meeting GED standard and jurisdictions requiring GED standard; and policies for issuing high school equivalency credentials based on GED tests, by jurisdiction, comparative testing data, 1949-1992; minimum score requirements; percentage of graduating high school seniors meeting minimum score requirements; percent and number of people who took the GED tests in 1993, by region; number of GED candidates planning further study compared with total tested 1961-1993; and number of GED candidates receiving credentials compared with total tested 1953-1993. Some of the highlights are the following: (1) 790,165 adults took the GED tests in 1993, about the same as in 1992; (2) 10 U.S. states reported large increases over the previous year, but Canadians taking the test declined by 10 percent; (3) 488,838 test-takers were successful in 1993, 71 percent of the total tested; (4) the trend toward serving more adults with disabilities continued in 1993; (5) the average ages of persons taking or passing the tests edged up slightly to 26; (6) as in previous years, most GED candidates had completed 10th grade or higher; and (7) 60 percent of all candidates in 1993 were planning further study. The report includes a list of GED central staff, governing board and advisory committee members and state administrators; information on how the data were gathered, and a list of 16 GED Testing Service publications. (KC)

ED 387 623 CE 069 988

Baldwin, Janet, Ed.
Who Took the GED? GED 1994 Statistical Report.
PUB DATE- 95
NOTE- 46p.; For related reports, see ED 324 343, ED 335 405, ED 350 311, and CE 069 986-987.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

technologies cluster. Each unit consists of a number of competencies; a list of competency builders is provided for each competency. Titles of the 17 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general accounting functions; operating systems; network operations; basic mainframe concepts; computer hardware design; and supervision. (YLB)

ED 387 643 CE 070 017

Competency Index. Business/Computer Technologies Cluster.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 95
NOTE- 15p.; In: Tech-Prep Competency Profiles within the Business/Computer Technologies; see CE 070 004.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Business Administration; Competence; Competency Based Education; Computer Networks; Computer Oriented Programs; Computers; Computer Software; Computer System Design; Coordinators; Databases; Economics; Electronics; Employment Potential; High Schools; Information Management; Information Scientists; Information Services; Information Technology; *Job Skills; *Office Automation; Office Management; Office Occupations Education; Personnel Management; Postsecondary Education; Programming; Records Management; Small Businesses; Supervision; Teamwork; Technical Occupations; *Tech Prep; Telecommunications
IDENTIFIERS- Business Law
This index allows the user to scan the competencies under each title for the 28 subjects appropriate for use in a competency list for the 12 occupations within the business/computer technologies cluster. Titles of the 28 units are as follows: employability skills; professionalism; teamwork; professional and ethical standards; economic and business principles; customer relations; problem analysis; project management; technical documentation; basic personal computer (PC) concepts; packaged PC applications; general office functions; office technology; general accounting functions; specialized accounting functions; business law; legal office procedures; computer operations; software methodology; operating systems; application programming and design; network operations; basic mainframe concepts; computer hardware design; microcomputer electronics; database modeling and design; small business management; and supervision. (YLB)

ED 387 644 CE 070 018

Bailey, Thomas; And Others
Education for All Aspects of the Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 7p.; For the full report from which this synthesis was drawn, see ED 377 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

IDENTIFIERS- Florida; Professional Development Centers

A competency-based training course was designed to prepare Professional Development Center (PDC) instructors for the certification process. After an exhaustive review of the literature, it was determined that a relevant training course that would specifically reflect the needs of the PDC was not available. The decision was then made to design a training course that would serve as a frame of reference for instructors to evaluate themselves and improve their classroom skills and subsequent certification scores. Appropriate design elements and content were selected that were suitable for inclusion in a competency-based training course grounded in the principles of adult learning. During the development of the training course, a survey was conducted to rank order the competencies that were taken from the instructor assessment instrument that was approved for use in 1995. Although the training course was designed to allow for competency-based exposure and practice of instructor performance in the classroom, the preliminary field test supported an additional use for the course. The training proved effective as a self-assessment tool that permitted certified and uncertified instructors to identify performance areas that required professional development. (Appendixes include the instructor assessment instrument, train-the-trainer lesson plan, PDC training evaluation form, and participant comments. Contains 20 references.) (YLB)

ED 387 659 CE 070 054

Adult Literacy Teaching: A Flexible Delivery Program.
PUB DATE- 95
NOTE- 514p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; Competency Based Teacher Education; Educational Strategies; Foreign Countries; Graduate Study; Instructional Materials; Learning Activities; Learning Modules; *Learning Theories; *Literacy Education; Professional Development; Teaching Methods
IDENTIFIERS- Australia

This course aims to give experienced practitioners additional knowledge and skill in relation to the following: changing contexts of national policy and delivery practices in adult literacy and basic education; current theories, issues, and concerns informing practice in the field; and their own practice in light of these reviews. It is intended as a nationally accredited graduate-level course in professional development. An overview provides information on the course curriculum, including the following: structure, assessment, and course delivery; a guide for the course presenter that addresses participants, purpose, elements of competency, flexible delivery, negotiation, content, course structure and organization, introductory workshop, journals, and assessment; and information for the participants with rationale and key features of the course. The course is composed of three core modules with a total of approximately 80 hours. Each module consists of these elements: outline of structure and requirements and lists of highly recommended resources and additional resources. Each module then presents participants with a series of questions and reading and learning activities, written along the lines of a self-paced learning guide. Presenters and participants negotiate the number and choice of adequately cover many of the math skills required in new curricular frameworks or high-performance workplaces; and (3) although more than 75% of adult literacy programs report the availability of computer software for math instruction, less than 25% of adult literacy students use such software. The following were among the conclusions drawn: adult literacy teachers need more training in adult mathematics instruction; assessment tools must be developed to gauge adult students' math knowledge/achievement in relation to real-life functional contexts; and policymakers should recognize that math instruction is an integral component of instruction in most literacy programs. (MN)

ED 387 679 CE 070 081

Reed, Tipawan Truong-Quang
Employee Assistance and Skills Enhancement. Project EASE II.
Final Report. Reporting Period: November 1, 1993-July 31, 1995
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Oct 95
NOTE- 247p.; For curriculum guide, see CE 070 082.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Education Work Relationship; English (Second Language); *Literacy Education; *Mathematics Instruction; Numerical Control; On the Job Training; *Outcomes of Education; *Program Effectiveness; Second Language Instruction
IDENTIFIERS- *Workplace Literacy

Project Employment Assistance and Skill Enhancement (EASE II) was an on-the-job literacy and basic skills improvement project for employees of small companies in the metal working industry in the Chicago area. The goal of the project was to improve literacy skills, leading to the improvement of work force productivity targeted to disadvantaged workers. During the 21-month project, 10 literacy audits were conducted and curriculum modules were developed and refined for three subjects: workplace vocational English as a second language on three levels, prestatistical processing control mathematics, and training the trainer. A total of 801 prospective participants were recruited (46 percent above target); 307 new participants were assessed for workplace literacy skills (23 percent above the targeted number); 10 supervisor's training and orientation workshops were conducted; and 805 participants received instruction (46 percent above target). Based on the 310 students who were pre- and post-tested, gains on the Test of Adult Basic Education averaged 1.1 grade levels (12 percent) in reading and 3.5 grade levels (53 percent) in mathematics after only 36-48 instructional hours. A total of 12,894 contact hours were logged. The participants were 35.5 percent female and 64.5 percent male, with ethnic composition as follows: Asian (4.23 percent), Black (9.12 percent), Hispanic (32.25 percent), and White (54.4 percent). A third-party evaluation of the project documented the following reasons for the project's success: highly qualified key personnel and teaching faculty; a good staff development program; an innovative curriculum design, content, and effective instructional delivery; and a thoughtful management and partnership-building philosophy and practices. (A third party evaluation report developed during the project is included in this report.) (KC)

Bradshaw, Delia, Ed.
Practice in Reading Values: Reflections on Adult Literacy Teaching. Adult Literacy Research Network.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Learning; *Adult Literacy; Basic Skills; Educational Certificates; Foreign Countries; *Literacy Education; Professional Development; Program Descriptions; Program Design; Program Development; Student Certification
IDENTIFIERS- Australia (Victoria)

These 15 papers cover a wide range of topics and perspectives on the work of Adult Literacy and Basic Education (ALBE) practitioners in Victoria, Australia, in the contemporary ideological and political context. A preface (John Wilson) and introduction (Delia Bradshaw) begin the anthology. The papers are as follows: "...A Critical-Transformative Approach to Social Reality..." (Claire Gardner); "Creating a Literacy Club" (Jean Mitchell); "The Literacy Support Teacher and the Negotiation of Cultures" (Joanne Bradford); "Two-Way Schooling" (Adrian Hyland); "Journal Extract" (Carmel Sullivan); "What Do You Believe Is the Role of Negotiation within an Adult Literacy/Numeracy Program?" (Meredith Greenwood); "Negotiating Curriculum in the Light of the Victorian Adult English Language, Literacy, and Numeracy Accreditation Framework" (Mary Unwin); "The Implications of the Framework and the Certificates of General Education for Adults on Current ALBE Teaching Practices: A Case Study" (Clare Carmichael); "An Adult Literacy Student Program" (Ruth Yule); "Teacher as Facilitator" (Pam Holderhead); "Journal Writing" (Sandra Field); "A Student Program" (Rhonda Martin); "The Journal of ALBE" (John Logos); "Another Way: Initial Assessment" (Bill Keenan); and "New Theories, 'New Times,' So Do We Still Need Critical Literacy?" (Kaye Elias). Some papers contain references. (YLB)

ED 387 697 CE 070 102

Marr, Beth; Helme, Sue
Breaking the Maths Barrier. A Kit for Building Staff Development Skills in Adult Numeracy.
PUB DATE- 95
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Attitude Change; Basic Skills; Foreign Countries; Instructional Materials; *Mathematics Anxiety; *Mathematics Skills; *Numeracy; Teacher Improvement; Teaching Methods

This kit is designed to develop the adult numeracy skills of literacy and mathematics trained teachers in Australia using a participatory workshop approach. The kit is divided into five chapters. Each chapter contains theoretical and background information, a sequence of structured activities in which participating teachers actively engage, and materials for them to use with their own students. All activities have been tested with groups of teachers to ensure that they succeed with their target audience. Chapter 1 provides detailed guidelines for planning and conducting a successful staff development insight into the children's perceptions of the ongoing events, during the Intifada. Conclusions are that the Intifada represents more to Palestinian youth than a conflict with Israeli soldiers. To the children of the Intifada, it is a mechanism for seeking and securing their national identity. Most of the children reported happiness that the Intifada had arrived even though they have been subjected to beatings, school closure, shooting and imprisonment during this period of time. (SR)

ED 387 716 CG 026 319

Health Reform for Communities: Financing Substance Abuse Services. Recommendations from a Join Together Policy Panel.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; Community Action; *Community Health Services; Community Organizations; *Community Programs; Drug Abuse; Medical Care Evaluation; *Medical Services; Prevention; *Substance Abuse

Substance abuse treatment has been demonstrated to be effective in reducing not only substance use, but also the economic, health, and social costs associated with substance abuse. This document examines how health care reform can preserve and enhance community substance abuse services. The cost effectiveness of funding substance abuse prevention activities is explored, and mechanisms for providing funding are suggested. The relationship between substance abuse treatment and health care reform is discussed. An overview of the substance abuse treatment system is provided. A panel of coalition leaders was formed to create financing for substance abuse treatment and the following recommendations were offered: (1) substance abuse treatment should be financed through the same sources that fund general health care; (2) prevention should be adequately financed through a combination of public and private sector funding sources; (3) the nation must make a commitment to adopt and enforce cost containment mechanisms to control the rise in health care costs; (4) there should be universal and timely access to substance abuse diagnosis and appropriate treatment services; (5) a broad continuum of substance abuse treatment services must be available to all; (6) substance abuse treatment should be managed and coordinated with essential human services to encourage the delivery of appropriate cost-effective care; and (7) standard health care benefits should cover the cost of clinical preventive education, brief intervention counseling, and/or referral for alcohol, tobacco, and other drug problems. Contains 17 references. (SR)

ED 387 717 CG 026 320

Community Leaders Speak Out against Substance Abuse. 1993 Report to the Nation.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)

youths from a residential treatment center back to their families is examined in this practicum. Consequently, the development of a family reintegration program for the treatment center is focused on the concept that effective aftercare begins at intake. Understandably, families already involved with their son or daughter while in placement proved far more successful in reunification efforts than families that were not involved. A number of factors contributed to the lack of effective aftercare services to youths who successfully completed the residential program, however, including: (1) unsupported values and theory; (2) lack of continued services; (3) lack of an aftercare methodology; and (4) lack of collaboration between service providers, funding and referral agencies. The first step in the program design involved a review of similar programs, both locally and nationally. Next, a survey instrument was developed and sent to selected staff members, referring agency workers and directors, and a small sample of students from the program. Finally, budgetary plans for a revised program were developed, funds were ensured, and several counties that might be interested in the program were contacted. Five appendices present: Aftercare Report Format, Implementation Plan, two communication diagrams, and a survey example. Contains 99 references. (KW)

ED 387 736   CG 026 515

Zapfel, David
Life Skills Training for Foster Care Youth.
PUB DATE- 94
NOTE- 62p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Daily Living Skills; *Foster Care; Foster Children; Residential Institutions; Residential Programs; Youth; Youth Agencies; Youth Employment; Youth Programs

This study examines a non-profit foster care program's ability to teach youths ages 14 to 21 independent living skills. The agency, located in the northeastern United States, near a major urban area, did not have a successful transition of its youth to a Supervised Independent Living Program (SILP), which provides young men and women the opportunity to live in pre-independent apartments, experience "the real world" while receiving supervision, counseling, and life skills training. The most significant problem for the foster care program was that it was not preparing youths for life beyond the foster care system. This problem occurred primarily because the caseworkers and administrators focused their attention on infants and toddlers in the agency's care rather than independent living skills for older youths. A program was developed that encouraged youths to be as involved in the planning and implementation process as possible. The program was a hands-on, do-it-yourself experience for the youths, with the goal of helping them enter the SILP. The program used a group format for such things as: motivational presentations, guest speakers, life skills inventory exercises, and field trips to the Department of Labor and Neighborhood Legal Services. Though the program was considered a success, there were several obstacles--the most serious of which was the lack of cooperation from the agency with the exception of the chief executive officer. Future research is recommended. A Life Skills Inventory and a Calendar Plan are appended. Contains eight references. (KW) psychotherapy outcomes to an extent unknown previously. Yet despite the importance of working alliance theory to effective psychotherapy, only a few articles on this topic have appeared in resources commonly read by professional counselors. Professional school and mental health counselors should become familiar with working alliance theory, a transtheoretical theory dating back to the beginnings of psychotherapy practice. A key clinical revenue of working alliance research is the production of alliance "markers." Client states requiring intervention are recognized through the delineation of client behavioral clusters from the therapist's phenomenological perspective. These recognized states are referred to as process markers. The school and mental health counselor's phenomenology of working alliance can aid in the generation of valuable alliance markers. Markers, in turn, can enhance therapist training and performance. Working alliance research represents a gold mine of knowledge for the practicing counselor. It is incumbent upon counselor educators to make sure such knowledge reaches professional counselors. In addition, it is the responsibility of each counselor to seek out and apply knowledge that can increase their effectiveness and efficiency. Contains 93 references. (KW)

ED 387 756 CG 026 564

Hoggard, Rhonda J.; Christenberry, Nola J.
Interventions with Children of Alcoholics: Is the Focus in the Right Direction?
PUB DATE- 9 Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Alcoholism; Children; *Cognitive Development; Elementary Secondary Education; Family Characteristics; *Family Problems; *Intervention; Parent Child Relationship; *Parent Influence; Psychological Characteristics; School Counseling; School Personnel
IDENTIFIERS- Children of Alcoholics; Family of Origin

School personnel are concerned about the effects of family-of-origin issues on students' academic performance and psychological development. One area that has drawn particular interest in recent years is that of students who are children of alcoholics (COAs). Most literature related to student COAs has emphasized the idea that families with an alcoholic parent are disrupted, and their disruptions are presumed to increase the need for psychological interventions in the schools. Of 12 school-based interventions described in recent literature, 11 were intended to improve psychological functioning. Little consideration has been given, however, to whether student COAs may need different instructional practices as well as psychological support; only one of the 12 interventions emphasized cognitive functioning. Yet, studies have revealed that student COAs tend to score lower than their peers on intelligence tests. They also have more difficulty with visuospatial learning tasks. These findings seem to suggest that more attention should be given to meeting the unique cognitive needs of student COAs. This paper will include some suggestions that educators might use to appropriately modify instructional practices for COAs. (Contains 26 references.) (Author) implemented to develop a training package for transition services to assist transition teams in Middle Schools and High Schools. It provides extensive information about the School-to-Work Opportunities Act and its mandates for transition services. The legislation, intended primarily to help the 75 percent of American youth who will not pursue a traditional four-year college degree, is designed to assist these young people by formulating a universal, high-quality, school-to-work transition system that enables youth in the United States to identify and navigate paths to productive and progressively more rewarding roles in the workplace. Chapters include: "School to Work"; "Definition and Legislation"; "The Transition Process"; "The Transition Profile"; and "Theory into Practice." Extensive appendixes, which account for approximately one-half of the publication, include inventories, surveys, the transition profiles, forms, and case studies developed for this project. Contains a 44-item bibliography. (JBJ)

ED 387 775 CG 026 594

Prosciak, Karen Victoria
Adjustment of Natural Children in Treatment Foster Care.
PUB DATE- 95
NOTE- 85p.; Master's Practicum Proposal, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Anxiety; Children; Emotional Adjustment; *Family Relationship; *Foster Care; *Foster Children; Foster Family; Outcomes of Treatment; Questionnaires; *Sibling Relationship; Stress Variables

The negative effects of treatment foster care on the natural children in the foster homes in this study was apparent to foster parents and program staff. The program, William Roper Hull Child and Family Services, was losing some foster families due to the negative impact that the natural children in the foster homes were experiencing. A strategy was designed and implemented to decrease the stress and anxiety experienced by natural children in treatment foster homes and to increase knowledge and perceived support. The strategy was implemented over a three week period consisting of two workshops for the natural children and one workshop for the foster parents. Nine youth, aged 9 to 15 participated in the first session of the natural children workshop. Seven attended the second session. The pretest results of the students who dropped out were not included in the final data. The effects of the strategy were measured by a pretest and a post test questionnaire given to each participant in the study. The observed response to the strategy was favorable in spite of the lack of significant statistical results to support the observations. The strategy increased awareness and knowledge of the subject and motivated program staff and foster parents to pay more attention to the natural children's needs. Appendices include sample surveys, questionnaires, workshop agendas and statistical results. Contains 23 references. (Author/SR)

ED 387 776 CG 026 654

Johnston, Lloyd D.; And Others
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1994. Volume 1, Secondary School Students and Volume II, College Students and Young Adults.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS),

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; *Childrens Literature; Class Activities; *Curriculum Enrichment; Elementary Education; *Fiction; *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Maniac Magee; *Trade Books

Intended as an aid to classroom teachers, this handbook presents a literature unit based on the children's book, "Maniac Magee" (Jerry Spinelli). It begins with sample lesson plans, pre-reading activities, author information, a book summary, and vocabulary lists and suggested vocabulary activities. Next, chapters of "Maniac Magee" are grouped for study into 5 sections; each section includes quizzes, hands-on projects, cooperative learning activities, cross-curricular connections, and extensions into the reader/student's own life. Finally, the handbook offers culminating activities, unit test options, a bibliography of related reading, and an answer key. (SR)

ED 387 797 CS 215 037

Holzschuher, Cynthia
"Madeline." A Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 036-039.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Curriculum Enrichment; Elementary Education; *Fiction; *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Madeline; *Trade Books

Intended as a an aid to elementary school teachers, this handbook presents a literature unit based on the children's book, "Madeline" (Ludwig Bemelmans). It begins with sample lesson plans, a unit planner, getting to know the book and author, and suggestions for using the unit activities. Next, a section offers unit activities focusing on language arts, including pocket chart patterns, story questions, character web, antonyms, rhyming words, and a Madeline pictionary. The next section contains unit activities that focus on related curriculum, including word problems, telling time to the half hour, Paris landmarks, your pet and Genevieve, shape book cover, and Madeline clip art. Finally, the handbook offers two culminating activities--readers' theater and French luncheon and videos. A bibliography and an index are included. (SR)

ED 387 798 CS 215 038

Maifair, Linda Lee
"Little House on the Prairie." A Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 036-039.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; *Childrens Literature; Class Activities; *Curriculum Enrichment; Elementary Education;

ED 387 816 CS 215 084

Reiss, Donna
Letter Writing and New Literacies for Nontraditional Students.
PUB DATE- 24 Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Computer Uses in Education; *Electronic Mail; Higher Education; *Letters (Correspondence); Literature Appreciation; *Nontraditional Students; Student Reaction; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Tidewater Community College VA; *Writing Contexts

The letter format, whether on paper or on computers, fosters student collaboration and a virtual community. Letters have real audiences, even when those audiences are fictional, as in epistolary novels and imaginative writing assignments. Most adult, non-traditional students (such as those at Tidewater Community College in Virginia) know that letters are a significant communication tool in which attention must be paid to voice and audience. When personal, letters are expressive and intimate; when public, they demand clarity and accuracy for transmitting and recording information. Recent discussions on electronic lists, including W-center, Megabyte University, and the Alliance for Computers in Writing, illustrate the increasing adoption of electronic mail as a tool for communication and collaboration among students. Students write to specific individuals or to designated groups; however, unlike paper letters, which are likely to be read by only the writer and recipient, everything on the computer is truly public and accessible to everyone else. Letter writing is also viable in the literature class where students can write to fictional characters, to authors, to individual classmates, and to the teacher. A number of specific writing assignments developed for composition and literature instruction demonstrate the viability of this form of writing. Even in classes other than English, such as technical or science classes, writing letters is an effective form of learning. (TB)

ED 387 817 CS 215 085

Reiss, Donna
Prufrockja mermaid.hamlet.org: E-Mail and Literature Instruction.
PUB DATE- 2 Mar 95
NOTE- 10p.; Paper presented at the E-Mail and English Classes: A Cyberspace Writing Partners' Conference (Morrisville, NY, March 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; Cooperative Learning; *Electronic Mail; Higher Education; *Literary Criticism; Literature Appreciation; *Nineteenth Century Literature; Online Systems; Poetry; *United States Literature; *Writing Assignments
IDENTIFIERS- *Collaborative Writing; Composition Literature

Schafer, Liza, Comp.
Famous Americans: 22 Short Plays for the Classroom.
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Acting; *Biographies; Class Activities; Creative Dramatics; Intermediate Grades; Junior High Schools; Learning Activities; Literacy; *Readers Theater; *United States History
IDENTIFIERS- *Americans (United States)

Suggesting that reading plays aloud is an effective way to promote literacy and history in the grade 4-8 classroom, this book presents 22 short, readers' theater plays about extraordinary American men and women. The plays in the book are designed to enrich classroom learning by building oral literacy, fostering a knowledge of American heritage, encouraging an appreciation of acting and the theater, drawing out quiet or at-risk students, and providing an exciting, hands-on, student-centered format for learning. Extension activities (organized into "Talk about It," "Write about It," and "Report about It" sections) are at the end of every play in the book. The famous Americans featured in the plays are: Christopher Columbus, Ben Franklin, George Washington, Phillis Wheatley, Merriweather Lewis and William Clark, Davy Crockett, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, John Muir, Thomas Edison and Alexander Graham Bell, George Washington Carver, Susan LaFlesche Picotte, Nellie Bly, Orville and Wilbur Wright, Franklin Delano Roosevelt, Amerlia Earhart, Langston Hughes, Rosa Parks and Martin Luther King, Jr., Jackie Robinson, Cesar Chavez, and Neil Armstrong. (RS)

ED 387 837   CS 509 036

Westmyer, Stephanie A.
Can We All Get Along? Cooperative Learning, Communication Apprehension, and Cognition in College Classrooms.
PUB DATE- Nov 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Communication Apprehension; Communication Research; Comparative Analysis; *Cooperative Learning; Group Activities; Higher Education; *Learning Processes; Student Surveys; Undergraduate Students
IDENTIFIERS- Research Suggestions

Research on cooperative learning has been conducted primarily in elementary education. R. E. Slavin (1991) however, notes that researchers are beginning to investigate the effectiveness of cooperative learning at the college level. A study examined cooperative learning at the college level from a communication perspective. The approach considers communication apprehension and its effects on cognitive principles of learning as well as the relationship between cooperative learning and achievement. More specifically, its hypotheses are as follows: (1) students in cooperative learning environments will show significantly greater learning of selected sociology concepts than students different scales--the characteristics of a given area and the ways in which it fits into greater units. The second section describes changes that have affected European space since 1989, criteria for determining and defining Europe, and the demise of old and the creation of new states. Sections 3 through 5 describe basic geography, Europe at peace, and Europe in crisis. The chapters discuss economic gradients, the geography of transition and the focal position of the European Union, geoeconomic entities, urbanization, continental reconnections, and migration patterns. Ten maps are included. (Contains 6 references.) (LMI)

ED 387 855 EA 027 004

Inos, Rita Hocog; Quigley, Mary Anne
Synthesis of the Research on Educational Change. Part 4: The Teacher's Role.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Leadership Training; Organizational Climate; *Professional Development; School Involvement; *Teacher Influence; *Teacher Participation; Teacher Response

This paper, the fourth in a series, looks at the critical role that teachers play in the success or failure of educational change. The most powerful impact on learning occurs when teachers change their practices and beliefs. The paper describes the experiences of two K-6 Pacific schools--Waialae (Honolulu) and Blanche Pope (Oahu) with systemic curriculum reform through school-community shared decision making. It also describes the Pacific Educator in Residence (PEIR) internship, which is designed to strengthen educator-leadership, and the importance of professional interaction among teachers. Before teachers adopt the latest innovation, they should consider whether the program addresses an important need, shows evidence of success, and works toward improvement of the school's professional culture. Other factors for success include: (1) administrative endorsement and available resources; (2) teacher interest; (3) collaborative work cultures; (5) involvement of teacher unions and professional associations; and (6) individual teachers' acceptance of responsibility. (Contains 18 references.) (LMI)

ED 387 856 EA 027 010

Martin, Oneida L.
Administrators, Teachers, and Parents Respond to Some School Choice Issues.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Educational Vouchers; Elementary Education; *Parent Attitudes; Parent Grievances;

schools. Not surprisingly, Florida high schools identified student achievement and the learning environment as a priority goal. School safety and adult literacy were not high-priority goals. Although the schools conducted needs assessments, the process and range of assessments were varied. School-improvement efforts were focused on raising test scores and improving attendance rates, which indicates that schools may be pressed to use hard data to demonstrate evidence of improvement. Finally, schools elected not to focus on identifying long-term goals. Eleven tables are included. (Contains 29 references.) (LMI)

ED 387 875 EA 027 064

House, Jess E.
The Teaching of Dr. W. E. Deming and the Performance Domains of the National Commission for the Principalship.
PUB DATE- Oct 92
NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Administrator Role; Graduate Study; Higher Education; *Leadership Training; Organizational Development; *Performance; *Principals; Professional Development; *Total Quality Management

This paper considers the total-quality-management teachings of W. E. Deming as a basis for the redesign of educational-administration preparation programs. The performance domains developed by the National Commission for the Principalship (jointly sponsored by the National Association of Secondary School Principals and the National Association of Elementary School Principals) provide the framework for discussing Deming's theory. The commission criticized educational-administration programs as inadequate and called for the design of new programs. The paper describes the following domains that should be included in administrator-education programs: leadership, information collection and usage, staff development, and motivation. Deming's Fourteen Points, the concept of profound knowledge, the attributes of a leader, the Plan-Do-Study-Act cycle for improvement, and control charts are discussed. Two tables are included. The appendix contains a list of performance domains as defined by the commission. A list of the performance domains of the National Commission for the Principalship is appended. Contains 11 references. (Author/LMI)

ED 387 876 EA 027 065

House, Jess E.
Use of the Exit Poll Survey To Improve Levy Campaign Planning.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29-31, 1989.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Elections; Elementary Secondary Education; *Fiscal Capacity; Information Utilization; *Local Issues; *Public

DOE contended that only 6 percent of the total was for central-operation costs. Of the $884 million for school-site expenditures, 72 percent ($634.3 million) reached the student and classroom. Of the $940.4 million in direct expenditures for public education, almost $82 million, or almost 9 percent, was spent on administrative functions by the state office, district office, and schools. Finally, about 60 cents out of every dollar reached students in the classroom, an amount consistent with other school systems studied by Cooper. The State Auditor recommends that the DOE use the model for analyzing expenditures on a regular basis. The DOE disagrees with many of the findings in this report, believing the NCES data to be more comprehensive. Fifteen exhibits are included. Appendices contain the database extract for FY 1993. DOE program-identification list for 1993, and school site expenditures by function for 1992-93. (LMI)

ED 387 894 EA 027 088

Tochon, Francois V.
Restricting Meaning or Expanding Consciousness: A Premodern View on Postmodern Curricula.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Consciousness Raising; Critical Thinking; *Curriculum Development; Elementary Secondary Education; *Epistemology; Foreign Countries; Ideology; Politics of Education; Sociology
IDENTIFIERS- *Postmodernism

This paper argues that in a postmodern perspective, any curriculum is an expression of epistemology. It is a way of knowing, and a culturally oriented language. As such, curriculum is a manifestation of human consciousness, and it should comprehend in its scope the varieties of languages expressing races, genders, and social classes. Within a postmodern perspective, the curriculum becomes a means toward awakening consciousness, reaching the personal within the social, and respecting the humble in the fight against hegemonies. As empowerment lies upon sociocritical as well as personal insights, raising consciousness becomes the goal of postmodern education. The paper describes how, despite postmodern education's generous integrated goals, it may lead to new perversions because of mass networking and links to finance. The attempts to generalize politics of meaning through education may well submit the ideals of meaningfulness to the language of adminis"traitors" at a time when education is deeply rooted in economics and trade values. The paper focuses on the emergence of consciousness studies in the academic world. (LMI)

ED 387 895 EA 027 089

House, Jess E.
The Impact of Personal Computing Technology on the Educational Administration Knowledge Base.
PUB DATE- Oct 89
NOTE- 8p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale,

goals. All but 45 of the schools continue to use the OTE process, and most of them (143 out of 260) are elementary schools. Of the 220 school goals that were identified, 73 percent focus on improving student academic achievement. Finally, 82 percent of the schools report that progress toward goals has not yet been formally assessed. Indexes contain information on effective-schooling research-practice clusters, practice clusters selected by schools, and goal and content areas selected by schools. (LMI)

ED 387 914 EA 027 110

Ligman, Bryan K.; Fisher, Eugene J.
Reducing Radon in Schools: A Team Approach.
PUB DATE- Apr 94
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Flow; Building Design; Design Requirements; *Educational Facilities Design; Elementary Secondary Education; Guidelines; *Hazardous Materials; Physical Environment; *Radiation; Radiation Effects; *School Safety; *Ventilation
IDENTIFIERS- *Radon

This document presents the process of radon diagnostics and mitigation in schools to help educators determine the best way to reduce elevated radon levels found in a school. The guidebook is designed to guide school leaders through the process of measuring radon levels, selecting the best mitigation strategy, and directing the efforts of a multidisciplinary team in improving the overall indoor-air quality of the school. The book focuses on using a team approach, because effective radon mitigation requires specialized knowledge in several disciplines. EPA has extensively researched two highly successful radon-control strategies: (1) mitigation using active soil depressurization (ASD); and (2) mitigation using the school's ventilation system. Chapters 1 and 2 review what radon is, why it is a concern, and the mechanisms by which it enters and accumulates in a building. Chapters 3 and 4 outline the initial investigation process, in which the condition of the ventilation system is examined to determine whether restoring the ventilation to its intended operating condition could reduce radon levels to below the Environmental Protection Agency's (EPA's) action level. The option of retesting is discussed in the fifth chapter. Chapter 6 discusses the detailed investigation phase that may be necessary if premitigation levels are too high or improving the ventilation system did not sufficiently reduce radon levels. Active subslab depressurization systems are described in chapter 7. The eighth and ninth chapters outline the process of making postmitigation measurements and discuss steps to ensure the long-term effectiveness of the mitigation strategy. Information regarding building codes and worker protection is offered in chapter 10. One table and 21 figures are included. Appendices contain a glossary and list of acronyms, a list of resource organizations, references, metric conversion factors, mitigation cost information, and two case studies based on the experience of EPA's research team. (LMI)

ED 387 915 EA 027 111

Student Succeeds (ESS) reform initiative. The ESS initiative created a network of schools to promote change efforts aimed at improving learning for at-risk students. The first phase of the study looked broadly at school restructuring, and the second phase focused in more detail on issues related to systemic reform and serving diverse student populations. The progress of the 10 schools was followed over a 3-year period. Data were obtained from individual and focus-group interviews with key groups: principals/administrators; regular classroom and special-population teachers and aides; student-support staff; and district staff. Other methods included classroom observations and followup telephone interviews with principals. Each school profile describes the efforts undertaken and challenges faced while restructuring to ensure success for every student. The volume highlights each school's key features, district and community contexts, major restructuring strategies, school definitions and measurements of success, and the key lessons learned for each effort. A list of key terms, 30 tables, and an appendix containing examples of useful school practices are included. (LMI)

ED 387 933 EA 027 133

Carlos, Lisa
The Privatization of Choice. Policy Update Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Contracts; Educational Vouchers; Elementary Secondary Education; Equal Education; Free Enterprise System; Parent Attitudes; Private Education; *Private Schools; *Private Sector; *Privatization; School Business Relationship; *School Choice

Supporters of school-choice proposals contend that private-school choice continues to gain momentum at the state and local levels. This publication provides an overview of trends in the privatization of school choice, including privately financed voucher programs, contractual arrangements with the private sector, and for-profit private school chains. After discussing a brief history of private school choice and noting examples of emerging entrepreneurs, the following key questions in the debate are discussed: (1) What kinds of choices do parents want? (2) Will the private sector produce better outcomes? and (3) Will the private sector exacerbate existing inequalities? Whether emerging private-sector movements continue to grow may depend on the progress of public-school efforts. In the mean time, many agree that educators should not only document their accomplishments, but describe the challenges they face. (LMI)

ED 387 934 EA 027 134

Public School District Funding Differences. Indicator of the Month.
PUB DATE- Sep 95
NOTE- 4p.; Extracted from "The Condition of Education, 1995."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Economically Disadvantaged; *Educational Equity

basal readers. The report concludes with five recommended steps in the development of a hypermedia study guide: (1) choose a hypermedia authoring system or language; (2) select and enter the main text passage; (3) decide which words will be hyper-enhanced; (4) decide the type of enhancements; and (5) identify the words which contain links to enhancement. Addresses of hypermedia program sources are attached. (Contains 29 references.) (DB)

ED 387 951 EC 304 305

Boone, Randall; Higgins, Kyle
Hypermedia in the Classroom: A Development Handbook for Teachers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 91
NOTE- 40p.; For related documents, see EC 304 303-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Educational Media; Elementary Secondary Education; *Hypermedia; Instructional Materials; *Material Development; *Teacher Developed Materials
IDENTIFIERS- Apple Macintosh; *HyperCard

This manual provides general information and guidelines for developing hypermedia instructional materials. Introductory material explains what hypermedia is, the structure of hypermedia, and hypermedia in computer assisted instruction. A study using hypermedia to supplement basal readers at the elementary level is briefly reported and possibilities for using hypermedia in content area subjects are noted. The manual then goes on to provide specific instruction for using HyperCard on a Macintosh computer to create a simple hypermedia template and subsequent hypermedia lessons. Instructions include screen illustrations. Specific steps for creating a hypertext document template are then provided followed by directions for preparing hypertext document lessons. The last section gives detailed instructions on how to develop hypermedia lessons using a specific template. The manual concludes with a comparison of HyperCard 1.2 versus HyperCard 2.0, a glossary, and a list of publishers of hypermedia software. (Contains 17 references.) (DB)

ED 387 952 EC 304 306

Higgins, Kyle; Boone, Randall
Hypertext CAI: Maintaining Handicapped Students in a Regular Classroom Reading Program. Year 1 Monograph.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 52p.; For related documents, see EC 304 303-307.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basal Reading; *Computer Assisted Instruction; Computer Software; Educational Media; Elementary Education; *Hypermedia; *Instructional Effectiveness; Mainstreaming; *Mild Disabilities; Multimedia Materials; *Reading Instruction; Reading Materials

ages ranged from 3 to 40 at the time of data collection. A "meta-theme" arising from the parent groups and interviews was that the human tragedy of the permanent damage of a child takes place in the context of social institutions that are only minimally cognizant of the social and emotional impacts of the trauma on the family. Narrative and quotes are used to report parents' reactions concerning: (1) the time of the accident; (2) the coma experience; (3) efforts to maintain their relationship with the comatose child; (4) the rehabilitation phase; (5) coping with personality changes and behavior problems; (6) social isolation due to being away from school for extended periods of time and due to being placed in special education programs; (7) concerns about siblings; (8) financial worries; (9) helpful formal and informal supports; and (10) parental commitment and coping. (DB)

ED 387 970 EC 304 324

Zionts, Paul
Teaching Disturbed and Disturbing Students: An Integrative Approach. Second Edition.
PUB DATE- 96
NOTE- 465p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; Behavior Change; *Behavior Disorders; Behavior Modification; *Classroom Techniques; Cognitive Development; *Cognitive Restructuring; Developmental Stages; Discipline; Early Childhood Education; Educational Principles; Elementary Secondary Education; *Emotional Disturbances; Intervention; Logical Thinking; *Moral Development; Rational Emotive Therapy; Student Behavior; Teaching Methods; Theories

This book examines intervention with children having emotional or behavioral disorders (EBD), through the use of many case studies, activities, and examples. The text is organized in a developmental manner, with behavioral interventions recommended for lower grades and cognitive-behavioral approaches recommended for older students. The first unit examines the teacher's role in administering a classroom of disturbed and disturbing youth. It emphasizes those ecological and behavioral factors that can influence the education of these youth, and describes techniques for dealing with them. Individual chapters in Unit 1 address: definitions, influences, and politics of disturbance; factors which influence the teaching of students with EBD; preassesment, referral, assessment, and placement; instruction, paraprofessionals, and dealing with parents; and social skills, classroom setting, and student behavior. Unit 2 examines the impact of moral development and reasoning on the cognitions and behaviors of students and focuses on ways to integrate academics with the affective domain. Two chapters discuss the theory of moral development with EBD students and application of moral development principles in the classroom. Unit 3 explores the implementation of rational-emotive therapy (RET). Three chapters consider the theory of RET, RET as an intervention, and RET as a mental health curriculum. Each unit contains extensive references. (DB)

ED 387 971 EC 304 325

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adults; *Definitions; *Learning Disabilities; Quality of Life; Symptoms (Individual Disorders)
IDENTIFIERS- Interagency Committee on Learning Disabilities; National Adult Literacy and Learn Disabil Ctr

This fact sheet provides a definition of learning disability (LD) in adults; a list of common elements found in many useful LD definitions; and a list of areas in which LD may affect life situations of adults. The background of the concept of "learning disability" is briefly reviewed, followed by the definition of the Interagency Committee on Learning Disabilities, which was selected for use by the National Adult Literacy and Learning Disabilities Center because it reflects current information and issues associated with LD, allows for the presence of learning disabilities at any age, and has wide acceptance in the LD community. Highlights of the definition are pointed out, as are common elements in a variety of LD definitions. Definitions adopted by the U.S. Office of Education in 1977, the Learning Disabilities Association of America, the National Joint Committee on Learning Disabilities, and the Rehabilitation Services Administration are also provided. Finally, a brief discussion identifies areas in which LD impacts adults, including self esteem, education, vocation, social interactions, and independent living. (DB)

ED 387 990 EC 304 344

Schumack, Sharon; Stewart, Art
When Parents and Educators Do Not Agree: Using Mediation To Resolve Conflicts about Special Education. A Guidebook for Parents.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Decision Making; *Disabilities; Due Process; Elementary Secondary Education; Parent Participation; Parent Rights; *Parent School Relationship; *Special Education; Student Rights

This booklet for parents, in question and answer format, provides basic information on the mediation process in the resolution of conflicts between parents and educators concerning special education. The first section is intended to help parents decide if mediation is the appropriate route in their situation. It addresses such topics as how mediation differs from a due process hearing, how mediation differs from other meetings with educators, why parents should consider mediation, who mediators are, avenues in addition to mediation available to the parent, the relationship of mediation to the child's individualized education program, costs of mediation, consequences if mediation does not result in a written agreement, and changing the mediation agreement. The second section is on preparing for and participating in mediation. It considers: location and time of the mediation, participants, the value of legal help, preparing for a mediation, what happens at a mediation, and decision making. The third section outlines the stages of the mediation process, illustrated by an example. A listing of mediation "do's" and "don'ts" as well as definitions for words commonly used in the mediation process complete the booklet. (DB) and 10 the book examines techniques for determining program effectiveness and future directions in postsecondary services for students with LD. Eighteen appendixes provide information on resource materials, as well as sample forms, guidelines, syllabi, and policy statements (Contains approximately 440 references.) (MDM)

ED 388 008 EC 304 363

Sternberg, Les, Ed.
Individuals with Profound Disabilities: Instructional and Assistive Strategies. Third Edition.
PUB DATE- 94
NOTE- 546p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Adults; Behavior Modification; Children; Communication Skills; *Curriculum Development; Definitions; Early Childhood Education; Educational Technology; Elementary Secondary Education; Health Needs; Infants; *Instructional Design; *Intervention; Language Acquisition; *Severe Disabilities; Student Characteristics; Student Evaluation; Symptoms (Individual Disorders); *Training Methods

This collection of 14 essays focuses on the education of individuals with profound disabilities. The essays include: (1) "Individuals with Profound Disabilities: Definitions, Characteristics, and Conceptual Framework" (Les Sternberg); (2) "Creating Environments That Support and Enhance the Lives of All Individuals" (Lucille Zeph); (3) "Biomedical Conditions: Types, Causes, and Results" (David L. Coulter); (4) "Assessing Levels of State and Arousal" (Stephen Richards and Les Sternberg); (5) "Behavioral Interventions: Issues and Practices" (Les Sternberg and Ronald L. Taylor); (6) "Providing Support for Sensory, Postural, and Movement Needs" (Bonnie L. Utley); (7) "Communication and Language Development" (Robin Alvares and Les Sternberg); (8) "Special Health Care Needs" (Marilyn Mulligan Ault and others); (9) "Components of an Instructional Technology" (Paul A. Alberto and others); (10) "Curriculum Development and Instructional Design for Students with Profound Disabilities" (Kent R. Logan and others); (11) "Early Intervention with Infants, Toddlers, and Preschoolers with Profound Disabilities" (Kathryn A. Haring and David L. Lovett); (12) "Curriculum and Instruction for Elementary-Aged Students with Profound Disabilities" (Paul A. Alberto and others); (13) "Instructional and Curricular Approaches for Adolescents with Profound Disabilities" (David L. Lovett and others); and (14) "Support Needs and Strategies for Adults with Profound Disabilities" (Nancy Brawner-Jones). Each essay contains a reference list. (MDM)

ED 388 009 EC 304 364

Koegel, Robert L., Ed.; Koegel, Lynn Kern, Ed.
Teaching Children with Autism: Strategies for Initiating Positive Interactions and Improving Learning Opportunities.
PUB DATE- 95
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

This review of research and literature examines issues related to the identification of potentially gifted students from groups most likely to be underrepresented in gifted education programs, including racial and ethnic minority groups, economically disadvantaged students, and those with limited English proficiency. Three major reasons for underrepresentation are identified and discussed: (1) test bias (the most frequent attribution for underrepresentation in programs); (2) selective referrals (usually because of teacher attitudes and knowledge about minority students and the type of school students are likely to attend); and (3) reliance on deficit-based paradigms (making recognition of the strengths of minority children less likely). Recommendations for modifying traditional assessment procedures include the use of multiple criteria and nontraditional measures and procedures and modification of selection criteria. Four aspects of assessment are discussed: the construct of giftedness, the referral process, the identification process, and the process by which decisions are made using assessment information for curriculum and instructional planning. (Contains approximately 140 references.) (DB)

ED 388 025 EC 304 380

Hunsaker, Scott L.; And Others
Family Influences on the Achievement of Economically
  Disadvantaged Students: Implications for Gifted Identification
  and Programming. Research Monograph 95206.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; *Academic Achievement;
  Cultural Differences; *Cultural Influences; Economically
  Disadvantaged; Educational Methods; Elementary Secondary
  Education; Family Environment; *Family Influence; Family School
  Relationship; *Gifted Disadvantaged; One Parent Family; Parent
  Influence; *Performance Factors

This review of the literature looks at family influences on the achievement of economically disadvantaged youth, with an emphasis on relationships among families, academic achievement, and gifted education. Theoretical perspectives on the study of families have focused primarily on families as static systems and families as dynamic systems and, more recently, on families as interactive systems. Correlation between single parenting and low academic achievement has been found, though the presence of extended family members appears to overcome this problem in many instances, and processes that support academic achievement may also mediate this relationship. The importance of schools and communities in supporting families and the family culture is stressed. Studies specific to gifted education have found status variables that correlate directly with identification of students as gifted, and that indicate the importance of focusing on individual expressions of giftedness within cultural contexts when evaluating gifted students within economically disadvantaged families. (Contains 70 references.) (DB)

ED 388 026 EC 304 381

Gubbins, E. Jean, Ed.; Siegle, Del, Ed.

DESCRIPTORS- *Bilingual Education Programs; Classroom Techniques; Educational Objectives; English; English (Second Language); Hispanic Americans; Mathematics Achievement; Parent Participation; Professional Development; *Program Evaluation; Science Instruction; Secondary Education; Secondary School Students; Spanish; *Transitional Programs
IDENTIFIERS- Texas

This supplementary secondary school program reports on the fourth year of a program focused on instructional intervention, parental involvement, and staff development in a school district with a 46% at-risk student population; more than 630 students were preliterate or limited education Hispanics. In this fourth year, the program continued to serve as a 1-year transitional program for the targeted Hispanic students based on previous year results demonstrating improved self-esteem, a more trusting attitude towards the school system and staff, a sense of belonging, punctuality and regular class attendance, improved literacy in both English and Spanish, and increased computer usage. Math, science, and Spanish teachers were involved in the project using instructional materials such as motivational readers, computer software, laser disks, CD ROM disks, and appropriate math and science texts. Major strengths of the fourth year included increased parental participation, improvement in project professional staff, increases in student achievement, and improvement in district operational levels. Appended tables offer statistical comparison of teacher classroom behavior and post classroom observations. The data is presented in 17 tables. (NAV)

ED 388 046   FL 023 284

Goodwin, June; And Others
Language and the World of Work.
PUB DATE- Dec 95
NOTE- 9p.; Paper presented at the International Language in Education (ILEC) Conference (December, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Business Education; Foreign Countries; French; German; Higher Education; *International Trade; Japanese; *Languages for Speci[illegible] Purposes; Second Language Learning; Second Language Programs; Uncommonly Taught Languages
IDENTIFIERS- France; Germany; Hong Kong Polytechnic; Japan

Three reports present identification and analysis findings on a business language program offered at the Hong Kong Polytechnic University for the learning of French, German, and Japanese, sponsored by the Department of English. The goal was to teach students the languages so that they may function in foreign company representative offices in Hong Kong. This report offers findings from three summer staff persons on the need for the language training, based on local surveys and actual overseas experience. One staff member reports on work in a French hypermarket chain in France. A second staff member discusses a survey conducted with German companies located in Hong Kong to discover German communication skills needed in Hong Kong; a report of a summer internship in a German mailorder company in Germany is also given. The third report is on the experience in five workplaces in Japan. In conclusion, the need for such a business and language program in Hong Kong is confirmed, and five areas are cited as being most important for review and investigation in order to help students succeed in attaining

Postsecondary Education; Secondary Education; Student
Evaluation; Teaching Guides; Units of Study; Vocational
Education
IDENTIFIERS- *Truck Drivers

This publication consists of instructional materials to provide secondary and postsecondary students with skills useful in pursuing a career in the diesel industry. Introductory materials in the teacher edition include information on use of the publication, competency profile, instructional/task analysis, related academic and workplace skills list, and reference list. Each of the three units of instruction in the teacher edition contains some or all of these basic components of a unit: suggested activities; transparency masters; teacher supplements; answers to assignment sheets; written test; answers to written test; unit evaluation form; objective sheet; information sheet; student supplements; assignment sheets; and job sheets. The student edition includes some or all of these components for each unit: objective sheet; information sheet; student supplements; assignment sheets; and job sheets. The unit topics are introduction to diesel technology, workplace communication and customer service, and job application. (YLB)

DESCRIPTORS- *Achievement Tests; Adaptive Testing; Adult Basic Education; Dropout Programs; Educational Attainment; *Educational Certificates; *Equivalency Tests; Group Testing; *High School Equivalency Programs; *Scores; Standardized Tests; Student Certification; Test Format; *Testing Programs; Test Use

IDENTIFIERS- *General Educational Development Tests

This report contains 13 tables and 13 figures documenting the results for the General Educational Development (GED) tests in 1994. The tables and figures provide information on the following: GED participation and credentials issued--percent change from 1993 to 1994; testing volumes; percent tested by age group; credentials issued by age group; testing by language; testing by special editions and adaptations; highest grade completed; additional data; credentials issued 1984, 1990-1994, percent change 1984-1994, and cumulative since 1971; population of adults without high school diplomas, GED participation rate, and GED credentialing rate, by jurisdiction; trends in GED testing, 1949-1994; GED passing score requirements, percent of high school graduates meeting GED standards, and jurisdictions requiring GED standard; and policies for issuing high school equivalency credentials based on GED tests, by jurisdiction, comparative testing data, 1949-1994; minimum score requirements; percentage of graduating high school seniors meeting minimum score requirements; percent and number of people who took the GED tests in 1994, by region; number of GED candidates planning further study compared with total tested 1961-1994; and number of GED candidates receiving credentials compared with total tested 1974-1994. Some of the highlights are the following: (1) 710,666 adults took the GED tests in 1994, nearly 4 percent higher than in 1993; (2) in the United States, 5 percent more test-takers completed the test battery, and 7 states reported increases of 15 percent or higher; (3) 498,000 test-takers were successful in 1994, 14 percent higher than the total awarded a decade earlier; (4) nearly 10 million people have received GED credentials since 1971; (5) in 1994, 517,826 met passing score requirements (73 percent of the total completing the tests); (6) as in previous years, most GED candidates had completed 10th grade or higher; and (7) 66 percent of all candidates in 1993 were planning further study, the highest in the program's history. The report includes a list of GED central staff, governing board and advisory committee members and state administrators; information on how the data were gathered, and a list of 16 GED Testing Service publications. (KC)

(070),Collected Works - Serials (022)
DESCRIPTORS- Academic Education; *Educational Needs; *Education Work Relationship; *Employer Attitudes; Employment Practices; Fashion Industry; Futures (of Society); *Integrated Curriculum; Labor Needs; Postsecondary Education; Printing; School Business Relationship; *Technical Education; *Vocational Education

Education for all aspects of the industry (AAI) is a strategy that is being advocated by education reformers to combine learning and experience, integrate vocational and academic education, develop more interdisciplinary instruction, and forge more links between schools, business, and the community. A study examined AAI from the perspective of the workplace, focusing on the interaction between postsecondary programs and the industries that employ their graduates. The objective of the research was to assess the extent to which education reform might promote new types of work organization or be slowed down by a perception on the part of educators that firms do not want these new types of skills. For this study, the printing industry and the fashion apparel industry, both fast-changing areas, were studied. The study found that, although the perception that broader knowledge and skills are advantageous for the emerging workplace is one of the key justifications for AAI, demand for workers with the skills learned in AAI programs is mixed. The development of AAI may be caught in a vicious circle in which employers are not interested because their labor force is not appropriately trained, and schools have no incentive to implement AAI because they perceive no demand from employers. However, the study concluded that the AAI strategy may still be justified on the basis of its pedagogic benefits and its effect on the ability of students to negotiate an increasingly fluid and uncertain labor market. (KC)

learning activities to be undertaken; the range, depth, and conditions for each activity; and the assessment requirements. The modules cover adult learners and learning, curriculum areas and issues, and program development. The 17 readings are provided in a separate section at the end. (YLB)

ED 387 660   CE 070 055

Teaching Literacy in Labour Market Programs.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Competency Based Education; Curriculum Guides; Demonstration Programs; *Employment Programs; Foreign Countries; Higher Education; Instructional Materials; Learning Activities; *Literacy Education; *Marketing; Models; Numeracy; Program Development
IDENTIFIERS- *Australia

Written in competency-based format, this professional development package is targeted at Australian teachers of adult English language, literacy, and numeracy working in labor market programs. The approximately 26-hour-long course aims to increase knowledge of and skills in liaising and negotiating with the Commonwealth Employment Service, labor market program characteristics, working with labor market clients, development and delivery of literacy within literacy market programs, and marketing labor market programs. An introduction lists learning outcomes and provides general information on use of the program. Section 1, Participant's Notes, includes three units: the partners, development and delivery, and marketing. Each contains learning outcome, hours, topics, assessment, information (readings), and learning activities. Assessment tasks and procedures are found at the end of the section. Section 2 is a collection of models of good practice in labor market literacy teaching. Section 3 lists print-based resources for teachers working in labor market programs and details how to access them. Section 4 consists of a guide for presenters and facilitators and the curriculum. The guide notes required facilitator or presenter skills, experience, and roles. The curriculum contains course outcomes, structure, assessment strategy, course delivery, articulation and credit transfer, ongoing monitoring and evaluation, module information, competency list, and a 16-item bibliography. Two publications are attached: "Accessing Jobs: A Guide to the Labour Market Programs of the Department of Employment, Education and Training" and "The Information Privacy Principles." (YLB)

ED 387 680 CE 070 082

Project EASE II. Workplace Education Curricula: From Teaching Basic Skills to Training the Trainer.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Oct 95
NOTE- 274p.; For the final project report, see CE 070 081.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Education Work Relationship; English (Second Language); *Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Mathematics Instruction; Numerical Control; On the Job Training; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Workplace Literacy

This curriculum guide was created to guide workplace basic skills instructors in the design of customized curricula for Project Employment Assistance and Skill Enhancement (EASE II), an on-the-job literacy and basic skills improvement project for employees of small companies in the metal working industry in the Chicago area. The guide contains lesson plans for three courses: workplace vocational English as a second language on three levels, prestatistical processing control mathematics, and training the trainer. Lesson plans include competencies to be taught, instructional activities, introduction and presentation, lesson practice and reinforcement activities, evaluation, and instructional materials. (KC) activity, from the initial publicity to the final evaluation of the program. Chapter 2 examines the basic mathematics skills needed to function effectively in one's daily life, at home and at work, including measurement, number skills, problem solving, using a calculator, and estimation. Chapter 3 takes up issues of confidence and fear of mathematics and provides guidelines for building a positive attitude to the subject, both for teachers themselves and their students. Chapter 4 examines more closely the teaching strategies themselves, including the following: teaching in context, cooperative learning, the use of hands-on materials and games, as well as strategies for working with mixed ability groups. Chapter 5 examines the relationship between language and mathematics and provides guidelines for successfully integrating literacy and numeracy in the classroom. Contains five references; some chapters also contain references. (YLB)

DESCRIPTORS- Alcohol Abuse; Child Welfare; *Community Action; *Community Organizations; Community Programs; Community Surveys; Intervention; Mass Media; Policy; Prevention; *Substance Abuse; Tobacco

The Join Together National Advisory Committee was created to help communities be more effective in developing and implementing strategies to reduce the harm from substance abuse. Join Together conducted this national report to describe community coalitions and to assess their contributions and needs. The findings are intended to help coalitions, local leaders, and public policy makers strengthen their capacity and commitment to reduce the harm from substance abuse. Surveys were sent to coalition leaders throughout the nation in 1992 and 1993. Results, drawn from the 2,196 responding groups that identified themselves as lead coalitions, showed that: (1) more than 90 percent of coalition leaders support increased taxes on alcohol, lower legal blood-alcohol concentration level for drivers, restrictions on alcohol advertising and funds for treatment on demand; (2) community coalitions give at least as much attention to alcohol abuse, especially among young people, as to illegal drugs; (3) the issues and activities that coalitions emphasize (prevention, public awareness, early intervention, treatment, and aftercare) vary depending upon the sponsoring organization of the coalition; and (4) the majority of coalitions face problems such as leadership turnover, unstable funding, and evolving organization governance structure. A copy of the Join Together survey is included; the survey method is appended. (SR)

ED 387 737 CG 026 516

Harrington, David S.

Increasing Youthworker Implementation of Individualized Treatment Strategies in a Residential Treatment Centre for Adolescents.

PUB DATE- 95
NOTE- 71p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Counseling; Counseling Objectives; Counseling Techniques; Counseling Theories; Counselor Training; *Inservice Education; Residential Institutions; *Staff Development; Youth Problems; *Youth Programs

This practicum examined ways to improve treatment of hard-to-serve youths at a non-profit residential mental health center. Youthworkers at the center displayed a low rate of individual treatment plan strategy implementation and lacked skills and knowledge in outcome-oriented individualized treatment planning. Recommendations for improving the program focused on three areas: in-service training, supervision, and agency leadership. A moderate rate of improvement followed the implementation of recommendations in these three areas, suggesting that the problem analysis and solutions of the study were accurate. After implementing the recommendations, youthworker supervisors became more effective with their youthworkers. In addition, the commitment of the youthworker supervisors to the project and to the treatment planning process facilitated the successful outcome of the study. As a result of the study, it was recommended that: (1) a regular in-service training program be established; (2) follow-up seminars be established to ensure continuing expertise; (3) agency leadership be tapped as a resource to all levels of the organization; (4) the use of video tapes as supervisory tools be continued; and (5) supervision be used as a tool to increase employee knowledge and quality of service. Contains 28 references. Five appendices present documents, instruments, and outlines. (KW)

ED 387 757 CG 026 565

Billips, Kathleen; And Others

Drug Abusers' Perceptions of Factors Related to Drug Abuse.

PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Adults; Alcohol Abuse; Alcoholism; *Behavior Patterns; *Clinics; Coping; Counseling; Counselors; Decision Making; *Drug Abuse; Drug Addiction; *Drug Rehabilitation; Drug Use; Family Influence; Family Problems; Sex Differences; Stress Management; *Substance Abuse

Researchers surveyed 78 clients in drug abuse treatment facilities to determine their perceptions regarding factors related to their use and abuse of drugs. About 40% of the sample began using drugs between 11 and 15 years of age. Males tended to begin using drugs at an earlier age than did females. Over 90% of participants reported using drugs with other people to help in relaxation and in coping with life's stresses. In addition, approximately 75% indicated that other family members abused drugs. Findings, obtained from clients in drug abuse treatment centers, may enhance counselors' understanding of factors related to drug use and abuse. Contains eight tables. (Author)

Rockville, Md.
PUB DATE- 95
NOTE- 463p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Drug Education; *Drug Use; Higher Education; Prevention; Questionnaires; Secondary Education; Secondary School Students; *Student Surveys; *Substance Abuse; Values
IDENTIFIERS- *Monitoring the Future

This document presents the results of a national survey of drug use and related attitudes among secondary school students in grades 8, 10, and 12. Data was derived from the ongoing national research and reporting program entitled "Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth." The survey investigated: (1) the prevalence of drug use among American secondary school students, and (2) trends in use by those students. Subjects were approximately 18,000 to 19,000 eighth grade students, roughly 15,000 tenth grade students, and (3) approximately 15,000 to 17,000 12th grade students. Two questionnaires were used to survey the eighth and tenth grade students and six questionnaires were used to survey the 12th graders. Findings on trends suggest that there have been appreciable declines in the use of a number of illicit drugs among seniors and even larger declines in their use among American college students and young adults. In 1993 and 1994 eighth graders showed an increase in their use of a number of drugs and 10th- and 12th-graders joined them, fulfilling predictions based on eroding beliefs and attitudes. This study has demonstrated over the years that changes in perceived risk and disapproval have been important causes of change in the use of a number of drugs. These beliefs and attitudes surely are influenced by the amount and nature of the public attention being paid to the drug issue. (SR)

*Fiction; *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Little House Books (Wilder); *Trade Books

Intended as a an aid to classroom teachers, this handbook presents a literature unit based on the children's book, "Little House on the Prairie" (Laura Ingalls Wilder). It begins with sample lesson plans, pre-reading activities, author information, a book summary, and vocabulary lists and suggested vocabulary activities. Next, chapters of "Little House on the Prairie" are grouped for study into 5 sections; each section includes quizzes, hands-on projects, cooperative learning activities, cross-curricular connections, and extensions into the reader/student's own life. Finally, the handbook offers culminating activities, unit test options, a bibliography of related reading, and an answer key. (SR)

ED 387 799   CS 215 039

Williams, Susan
"The Cat in the Hat." A Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 036-038.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; *Curriculum Enrichment; *Literature Appreciation; Primary Education; Student Projects; Units of Study
IDENTIFIERS- *Cat in the Hat (The); *Trade Books

Intended as an aid to primary school teachers, this handbook presents a literature unit based on the children's book, "The Cat in the Hat" (Dr. Seuss). It begins with sample lesson plans, a unit planner, getting to know the book and author, and suggestions for using the unit activities. Next, a section offers unit activities focusing on unit management, including a rainy day bulletin board, and reading folders. The handbook then presents a section of unit activities focusing on language arts, including pocket chart rhyme card patterns, story questions, stick puppet patterns and activity ideas, context clues, and a reading wheel. The next section contains unit activities that focus on related curriculum, including math code, weather makes a difference, house rules, painting Seuss-style, and kites. Finally, the handbook offers a culminating activity, a Seuss-Award, and a bibliography. (SR)

Relationship; Tidewater Community College VA

This paper argues for the inclusion of computer-based writing assignments in literature and writing courses, citing as objectives for students the fostering of collaboration; the cultivation of scholarly ideals; and the exploration of issues, ideas, and literature from varying perspectives. It explains how the instructor developed assignments through reading "Computers in Composition" and other journals, through attendance at computer-assisted instruction workshops at regional and national conferences, by following discussions on MBU (Megabyte University) and other electronic lists, and through trial and error. The paper presents various sample writing assignments (using WordPerfect) for different classes in American Literature, such as a poetry explication assignment, a romantic fiction group project, and a paired letter exchange. Samples of student writing for the assignments are included with the paper, as are selected group e-mail compositions. (TB) working in individualistic environments; and (2) students in a cooperative learning environment will show significantly higher gains in willingness to communicate as compared to students in individualistic learning environments. Subjects, 125 undergraduate sociology students in the experimental group and 111 students in the control group completed pre- and posttest surveys. The 30-item survey consisted of 3 sections: demographics, CAPS scale and sociology questions. Results proved both hypotheses to be wrong; there were no significant differences between students in either group. One reason for the negative results could be that the amount of time spent in a cooperative learning setting amounted to only about 10% of the total class time. Future research should examine formal cooperative learning groups which utilize cooperative learning characteristics. More research is also needed to explore cooperative learning at the college level. (Contains a table of data and 30 references.) (TB)

*Parent Participation; Private Schools; Public Schools; Satisfaction; *School Choice; Teacher Attitudes
IDENTIFIERS- *Tennessee

Dissatisfaction with public education has caused many parents to seek schooling alternatives or to demand a stronger voice in choosing their children's public schools. This paper presents findings of a study that examined attitudes toward school choice held by administrators, teachers, and parents. A survey of a total of 215 elementary school administrators, teachers, and parents in central Tennessee elicited 100 responses. Pearson's correlation, multiple regression, and chi-square statistical procedures were used to analyze the data. Parents reported that they wanted school choice, but did not want to pay for choice for all parents and students, viewing choice as an individual decision. Respondents opposed private-school vouchers at the public's expense, unless the schools had unrestricted enrollment and were subject to the same federal regulations as public schools. More parents than educators favored choice, saying that it would increase parental involvement. Educators were dubious. Both educators and parents may favor choice, but not at the expense of losing other educational programs. It is critical that choice plans not be implemented until structural and functional purposes of choice are clearly understood. Nine tables are included. Contains seven references. (LMI)

Opinion; School District Wealth; *School Support; Surveys;
*Voting

Levy-election results frequently mean the difference between the curtailment or expansion of educational services. This paper presents results of a study that explored the feasibility of using exit polling as an alternative way to assess voter attitudes in an urban school-district levy election. Background information is provided on two levy campaigns that were defeated in Washington Local School District (WLS), an independent school district in Toledo, Ohio. School officials and supporters of the levies conducted exit polling to help plan for a new levy election. Forty-five educational-administration graduate students administered surveys to voters at 29 election sites during a May 3, 1988, levy-renewal election. Out of approximately 10,000 total voters, 792 voters, completed surveys. The data can be used to show the distribution of supportive voters in various polling areas and to target favorable or unsure populations in the district. Findings also indicated an association between voters' lack of knowledge about the district's financial condition and rejection of the new levy proposal. Exit polling is an approach that can provide information needed to increase the effectiveness of school tax campaign strategies. Given the finite resources of time, money, and energy available for campaign spending, the practical importance of supporting decisions with accurate data is underscored. Five tables are included. (Contains 10 references.) (LMI)

AZ, October 27-29, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Computer Literacy; *Computer Uses in Education; Curriculum Design; *Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education

Computer courses have become part of the educational administration knowledge base. This paper considers issues under the general question, What effect does computing have on the knowledge base? Three major areas concerning the impact of computer technology on the educational-administration knowledge base are described. First the paper describes how educational administration preparation programs have been and are being shaped by personal computer technology. Next, the paper considers issues that have arisen around the addition of computer technology to degree and certification requirements. The paper argues that the issues surrounding administrative knowledge and the use of personal computer technology are intertwined with perceptions of the administrator's role--as building manager or as instructional leader. Finally, assumptions often made about school administration and personal-computer technology are listed. Some of the assumptions are that: students will learn computer skills on their own; computer skills are not linked to educational-administration programs; there is no need for a sociopolitical understanding of educational technology; and instructional application is not part of computer literacy. Recommendations for training include assessing students' computer knowledge upon their entry into the program and placing them into one of three competency levels. (LMI)

Gold, Steven D., Ed.; And Others
Public School Finance Programs of the United States and Canada, 1993-94. Volume 1 and Volume 2.
PUB DATE- Sep 95
NOTE- 806p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Equalization Aid; Financial Support; Fiscal Capacity; Foreign Countries; Income; Public Education; *Public Schools; *Resource Allocation; School Funds; *School Support; *State Aid; Tax Effort
IDENTIFIERS- *Canada; *United States

Funding public schools is one of the most important functions of states in the United States, provinces in Canada, and local governments in both countries. These two volumes present descriptive information about how state and provincial school-finance systems operated during 1993-94. The volumes consist of two major parts: United States Overview and Canadian Overview which provides an extensive overview of the school-finance systems in the United States and Canada, and State Descriptions and Provincial Descriptions, consist of descriptions of the school-finance programs in all 50 states in the United States, and 11 provinces in Canada. The overview section provides information on school-revenue patterns, approaches to school funding, significant changes in basic-support aid since 1990-91, state-imposed limitations on school taxes and spending, Canadian school-finance plans, and highlights of state descriptions. A users' guide at the beginning of Volume 1 illustrates a variety of uses for the school-finance information: (1) information available for each state or province; (2) state- and province-level users; (3) uses at the federal level; and (4) local-level uses. Volume 1 contains information on states from Alabama through Montana, and volume 2 presents information on Nebraska through Wyoming and the Canadian provinces. A list of state and provincial education department contacts, 25 tables, and 4 figures are included. The best use of the volumes is to understand the range of options used in the school-finance systems in the states and provinces, to determine the general tendencies and exceptional practices for a variety of school-finance issues, and to learn about standardized information on other state and provincial programs. (LMI)

(Finance); *Educational Finance; Elementary Secondary Education; *Fiscal Capacity; *Income; Limited English Speaking; Poverty; Public Education; School Districts; *School District Wealth; Special Needs Students

Differences in the revenue that public school districts receive have led to legal challenges of the equity of school finance in many states. Achieving equity in the allocation of resources for education requires consideration of factors such as the cost of living and the educational needs of children in addition to the wealth of the school district. This document addresses the effect of differences in public school-district funding on measures of resource inequality. Data from the National Center for Education Statistics show that the wealthiest districts in terms of household income have more revenue per student than the poorest districts. The disparity is reduced from about 36 percent to about 16 percent when cost of living is adjusted. School districts with fewer than 5 percent of children living in poverty have more revenue per student than those with more than 25 percent. Cost-of-living adjustments reduce the difference from 27 percent to 20 percent. Low-poverty districts receive much less of their revenue from state and federal sources than do high-poverty districts (35 versus 73 percent). Finally, districts with fewer than 3 percent of students receiving special-education services received 7 percent less revenue per student before adjusting for cost of living, but 4 percent more after adjusting, than districts with 10 percent or more special-education students. One table and one figure are included. (LMI)

IDENTIFIERS- Apple Macintosh; HyperCard

This report presents information on the first year of a program designed to develop hypermedia computer-assisted instructional (CAI) materials to support students with disabilities in a regular classroom reading program. The first section describes hypermedia; compares electronic versus traditional text; explains the concept of "layers of information" underlying hypertext; and discusses hypertext documents, hypertext CAI, application to a basal reading series, hypertext in content areas, and hypertext software such as authoring programs. The second section provides a report of the first year of a 3-year study using hypermedia CAI to provide individualized instruction in reading within a regular classroom environment. Particular attention was given to use with low-achieving students. The study involved eight regular education classrooms (K-3) containing 175 students, including 6 students with disabilities. Hypermedia lessons were developed to supplement the Macmillan Basal Reader Series using the HyperCard authoring system for the Macintosh computer. Results of the first year's research support the instructional effectiveness of such materials. (Contains 31 references.) (DB)

Henderson, Cathy
College Freshmen with Disabilities: A Triennial Statistical Profile.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Freshmen; College Preparation; College Students; *Disabilities; *Enrollment Trends; Higher Education; Incidence; Longitudinal Studies; National Surveys; Self Concept; Sex Differences; Statistical Data; *Student Characteristics; Trend Analysis
IDENTIFIERS- *Cooperative Institutional Research Program

This monograph uses narrative, tables, and figures to present information on college freshmen with disabilities, based on data collected by the Cooperative Institutional Research Program, a longitudinal study of the American higher education system involving data on some 1,300 institutions, over 7 million students, and about 100,000 faculty. Section 1 presents highlights of the 1994 freshman survey and includes personal and family background, high school preparation and articulation to college, college and career expectations, self-perceptions, and opinions. Section 2 provides data on differences by gender among full-time freshmen with disabilities. Section 3 highlights the types of disabilities, including learning disability, partial sight or blindness, health-related disability, orthopedic impairment, hearing impairments, and speech impairments. A summary identifies trends such as: (1) the proportion of freshmen reporting disabilities remained at 9 percent between 1991 and 1994; (2) students with learning disabilities continued to be the fastest growing group, with almost one in three freshmen with disabilities reporting a learning disability; and (3) although freshmen with disabilities were still more likely than nondisabled peers to enroll in two-year colleges, a higher proportion of 1994 students with disabilities was enrolling in four-year institutions compared to 3 years earlier. Three tables in the appendix provide additional data on freshmen characteristics. (Contains 8 tables and 20 figures.) (DB)

ED 387 991 EC 304 345

Ross, Pat O'Connell
Excelencia Nacional: Motivos para Promover el Talento Norteamericano (National Excellence: A Case for Developing America's Talent).
PUB DATE- Sep 94
NOTE- 11p.; For the longer, English language document translated and reduced in size here, see ED 359 743.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Translations (170)
DESCRIPTORS- Ability Identification; Definitions; Early Childhood Education; Educational Assessment; *Educational Needs; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Excellence in Education; Expenditure per Student; Futures (of Society); *Gifted; Gifted Disadvantaged; Special Education; *Talent; Talent Identification

This booklet, in Spanish, summarizes a report on the educational needs of gifted and talented students in the United States. The booklet identifies indicators of an educational crisis, describes the current status of education for these students, and presents recommendations. Indicators demonstrating the need for change include the relatively poor performance by U.S. students on international tests and the small number of students performing at the highest levels on National Assessment of Educational Progress tests. Studies have shown that most regular classroom teachers make few, if any, provisions for talented students and that only 2 cents out of every $100 spent on K-12 education supports special opportunities for talented students. Seven recommendations are offered: (1) set challenging standards; (2) provide more challenging opportunities to learn; (3) increase access to early childhood education; (4) increase learning opportunities for disadvantaged and minority children with outstanding talents; (5) broaden the definition of gifted (a broadened definition based on the federal Javits Gifted and Talented Education Act is offered); (6) emphasize teacher development; and (7) match world performance. (DB)

(055)

DESCRIPTORS- *Autism; *Communication Skills; *Educational Strategies; Elementary Secondary Education; Inclusive Schools; Interpersonal Competence; *Intervention; Language Usage; Parent Education; Parent Role; *Parent Teacher Cooperation; Peer Relationship; Self Management; Social Integration; Social Support Groups; *Teaching Methods

This book is designed to provide a conceptual and practical guide for teaching children with autism in a way that will maximize their developmental potential. The 12 chapters are: (1) "Emerging Interventions for Children with Autism: Longitudinal and Lifestyle Implications" (Robert L. Koegel and others); (2) "Communication and Language Intervention" (Lynn Kern Koegel); (3) "Overselective Responding: Description, Implications, and Intervention" (Jennifer Rosenblatt and others); (4) "Spontaneous Language Use" (Don Hawkins); (5) "Social-Communicative Skills in Higher-Functioning Children with Autism" (William D. Frea); (6) "'Teach the Individual' Model of Generalization: Autonomy through Self-Management" (Robert L. Koegel and others); (7) "Parent Education and Parenting Stress" (Douglas Moes); (8) "Social Support for Families" (Ann Leslie Albanese and others); (9) "Friendships between Children with and without Developmental Disabilities" (Christine M. Hurley-Geffner); (10) "Integrated School Placements for Children with Disabilities" (Diane Hammon Kellegrew); (11) "Parent-Professional Collaboration and the Efficacy of the IEP Process" (Michelle Wood); and (12) "A Parent-Professional Consultation Model for Functional Analysis" (Kimberly B. Mullen and William D. Frea). (Contains approximately 875 references.) (MDM)

The National Research Center on the Gifted and Talented (NRC/GT) Newsletter. Fall 1994-Spring 1995.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Ability Identification; Attribution Theory; Black Students; *Curriculum Development; Educational Legislation; *Educational Practices; Elementary Secondary Education; *Gifted; Gifted Disabled; Gifted Disadvantaged; Intelligence; Mathematics; Minority Groups; Sex Differences; Student Motivation; *Talent; Underachievement

This document consists of three consecutive but unnumbered issues of a newsletter from the National Research Center on the Gifted and Talended (NRC/GT) containing articles on the education of gifted and talented students: "NRC/GT Destination: Around the Corner" (E. Jean Gubbins); "New NRC/GT Studies for Year 5" (on implementing enrichment clusters, underachievement among Black youth, instructional practices in middle schools, and achievement among American Indian students); "Examining a Tool for Assessing Multiple Intelligences" (Cheryll M. Adams and Carolyn M. Callahan); "Guiding the Development of Mathematically Talented Students" (M. Katherine Gavin); "Three Models of Curriculum for Gifted and Talented Students" (Bruce N. Berube); "Talents Unveiled and Nurtured: Words & Images" (E. Jean Gubbins); "Javits Act: Charting Directions" (E. Jean Gubbins); "Identifying Traditionally Underrepresented Children for Gifted Programs" (Dennis P. Saccuzzo and Nancy E. Johnson); "Gender Differences between Student and Teacher Perceptions of Ability and Effort" (Del Siegle and Sally M. Reis); "Unique Identification for Unique Talents" (Bruce N. Berube); "Classification Procedures for Gifted/Learning Disabled Students: A primer for Parents" (Mary Rizza); "Reaching the Destination" (E. Jean Gubbins); "Multiple Intelligences Help Teach Culturally Diverse Learners" (Carol Ann Tomlinson); "A Follow-Up Study of the Interaction Effects on the Classroom Practices Survey" (Scott W. Brown and others); "The Paradox of Academic Achievement of High Ability, African American, Female Students in an Urban Elementary School" (Jann Harper Leppien); "Effects of Teacher Training on Student Self-Efficacy" (Del Siegle); "Regular Classroom Practices with Gifted Students in Grades 3 and 4 in New South Wales, Auystralia" (Diana Ruth Whitton); "The Successful Practices Study" (Karen L. Westberg and Francis X. Archambault, Jr.; and "Motivating Our Students: The Strong Force of Curriculum Compacting" (Heather Allenback). Some articles contain references. (DB)

the working level in their third language that is expected in the workplace. (NAV)

ED 388 047 FL 023 285

Stewart, Elizabeth, Ed.; And Others
Institute of Language in Education Journal, Volumes 1-11.
PUB DATE- 94
NOTE- 1,863p.
LANGUAGE- English; Chinese
EDRS Price- MF16/PC75 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Chinese; Classroom Techniques; Code Switching (Language); Computer Assisted Instruction; Computer Literacy; Cultural Context; Dictionaries; Drama; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grading; Grammar; Higher Education; Instructional Materials; Intercultural Communication; Interference (Language); *Language Role; Language Skills; *Language Teachers; Language Tests; Learning Motivation; Learning Problems; Literature Appreciation; Reading Instruction; Second Language Instruction; Second Language Learning; Standardized Tests; Student Attitudes; Teacher Education; Teaching Skills; Testing; Writing Instruction
IDENTIFIERS- Hong Kong

This journal is intended to assist language educators in Hong Kong schools in developing and maintaining high standards of instruction in both English and Chinese. The 11 issues presented here contain articles, some in English and some in Chinese, on a variety of language education topics, including: language education planning; instructional methods and approaches; grammar; peer teaching; language teacher education; computer literacy and teacher education; dictionaries and dictionary use; cross-cultural issues in language teaching and learning; language of instruction; ethnocentrism and cross-cultural communication; first language interference; standardized language testing; listening comprehension; instructional improvement; computers in language instruction; reading instruction; student perceptions of good teaching; code-switching; reading instruction; writing instruction; drama in the classroom; literature appreciation; grading methods; teaching cultural context; reflective teaching; teacher attitudes; learning motivation; instructional materials; innovative programs; curricular reform; teacher education curriculum reform; and learner differentiation in the classroom. In later volumes, classroom research and curriculum development projects are also reported. (MSE)

ED 388 048 FL 023 286

Bunton, David, Ed.; Green, Christopher F., Ed.
English Usage in Hong Kong.
PUB DATE- 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Chinese; Elementary Secondary Education; English (Second Language); Error Analysis (Language); Foreign Countries; *Grammatical Acceptability; *Instructional Materials; *Interference (Language); *Language Patterns; *Language Role; Language Usage; Oral Language; Reference Materials; *Second Languages; Teacher Attitudes; Transfer of Training; Verbs; Written Language
IDENTIFIERS- Hong Kong; Passive Voice

Articles contained in this special issue on language usage in Hong Kong, particularly in the context of elementary and secondary education, include: "A Comparison of English Errors Made by Hong Kong Students and Those Made by Non-Native Learners of English Internationally" (David Bunton); "Errors in Guides to English Usage for Hong Kong Students" (Mark Newbrook); "Further Notes on the Influence of Cantonese on the English of Hong Kong Students" (Michael Webster, William Lam Ching-Po); "A Study of Errors Made by F6 Students in Their Written English with Special Reference to Structures Involving the Transitive Verb and the Passive Construction" (Barbara Chan); "Typological Transfer: A Factor in the Learner Language of Hong Kong Students?" (Sung Wai Mui, Dilys); "Teachers, Textbooks, and Errors" (Henry Hepburn); and "Teacher Perceptions of the Relative Gravity of Errors in Written English" (Christopher F. Green). (MSE)

ED 388 049 FL 023 287

Patthey-Chavez, G. Genevieve; And Others
Creating a Community of Scholarship with Instructional Conversations in a Transitional Bilingual Classroom. Educational Practice Report No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Case Studies; *Classroom Communication; *Classroom Environment; *Concept Formation; Cultural Context; Grade 4; Instructional Materials; Intermediate Grades; Learning Processes; *Reading Instruction; Relevance (Education); Second Language Instruction; Second Language Learning; *Second Languages; Student Responsibility; Transitional Programs
IDENTIFIERS- *Instructional Conversation; Sacrifices

This report explores ways in which instructional conversations between a teacher and her students contributed to building an academic community in a transitional bilingual fourth-grade classroom. Through an analysis of reading lesson transcripts, classroom events, and student essays and journal assignments, the report shows how classroom experiences fostered the development of students' understanding of the concepts of sacrifice and responsibility. It describes how, at both the

ED 388 069 FL 023 319

Lenden, Darlene
French-Canadian Business Philosophies in Corporate America: A Cross-Cultural Approach.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Business Communication; *Cultural Traits; Foreign Countries; French Canadians; *Language Role; Nonverbal Communication; Organizational Climate; *Organizational Communication; Power Structure; Sociocultural Patterns; Technology; Time
IDENTIFIERS- *Canadians; French (Canadian); *Quebec

A cultural profile of the French-Canadian business community of Quebec is presented, focusing on seven aspects of business communication: language; environment and technology; social organization; degree of contextual understanding; authority conception; nonverbal behavior; and temporal conception. The history of French and English language use in Quebec is chronicled, and the eventual adoption of English as the lingua franca of the business community is explained. Export patterns and the role of technology are briefly outlined. Social organization is sketched in terms of family and church roles, and of the culture and group identity within business organizations. The French-Canadian society is characterized as a high-context one, in which a high level of mutual understanding exists and communication is less verbal than in a low-context society. Conception of authority in Canadian organizations and resulting communication patterns are examined. Nonverbal behavior is found to be similar to that in the United States, but with greater use of hand gestures. The French-Canadian conception of time is seen as more flexible than that of the United States. These aspects of business communication are then illustrated in the communication patterns and leadership style within a Quebec pulp and paper company. Contains 28 references. (MSE)

ED 388 070 FL 023 320

Lindenlaub, Claire-Antoinette
Rationale and Techniques for Preparing the Paris Chamber of Commerce Examinations (20').
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Certification; Cultural Awareness; *French; Higher Education; Intercultural Communication; Language

ED 388 089 FL 023 340

Griego-Jones, Toni
Implementing Bilingual Programs Is Everybody's Business. Focus: Occasional Papers in Bilingual Education 11.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *Agency Cooperation; *Bilingual Education Programs; Change Strategies; Educational Change; Organizational Change; Peer Teaching; Program Administration; *Program Implementation; School Districts; *Staff Development; *Teacher Role; *Teacher Supervision

A discussion of the role of bilingual education programs focuses on their function as a district-wide or school-wide reform effort, rather than as a discrete program within a larger system. It is proposed that this approach requires changes in the traditional roles of school personnel and thoughtful attention to how to involve all participants. Recasting bilingual programs as district- or school-wide reform implies that non-bilingual personnel need to assume ownership for specific aspects of implementation, and that bilingual personnel must expand their activity into the total operations of schools and districts. A study of the perceptions of school district personnel involved in change efforts in urban schools, in which this issue emerged, is noted. Six factors identified as facilitating involvement of non-bilingual personnel in an inclusive implementation plan are outlined: (1) visible and strongly stated support from the superintendent; (2) specific and detailed guidelines for each unit in the district; (3) intensive and ongoing staff development; (4) organizational modifications; (5) use of classroom teachers as trainers; and (6) rotation of teachers in supervisory/mentor positions. Some additional considerations are discussed briefly. A bibliography is included. (MSE)

ED 388 090 FL 023 341

Kafudji, Rita; And Others
Managing Self-Access in Development: Three Perspectives.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *College Second Language Programs; Developing Nations; Educational Assessment; *English (Second Language); Foreign Countries; Higher Education; *Independent Study; *Learning Resources Centers; Program Descriptions; Program Effectiveness; *Science Education; Second Language Instruction; Technical Assistance; Universities
IDENTIFIERS- Cenderawasih University (Indonesia); *Indonesia

A portion of an Indonesian educational development project, designed to enhance university science lecturers' access to materials and assessed from three perspectives. The program involves the development of a Self-Access Resource Center (SARC) at the English Language Training Center, Cenderawasih

ED 388 110 FL 023 388

Schackne, Steve
Extensive Reading and Language Acquisition: Is There a Correlation? A Two-Part Study.
PUB DATE- Dec 94
NOTE- 28p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Reading; Reading Instruction; *Recreational Reading; Second Language Learning; *Second Languages

A 1986 study concerning the effectiveness of extensive reading in improving second language learning, and its replication in 1994-95, are reported. In the original study, four classes of English as a Second Language in a Taiwan university were used as experimental and control groups, the only difference in instruction being the use of extensive reading for pleasure in one. All experimental classes showed greater gains in reading skills. A study using both the same and additional measurement instruments and a much larger sample was undertaken at that university and another in Macau; results at the latter institution are reported here. Again, experimental group gains were greater than control group gains, but at a lower level of significance. Possible explanations for this discrepancy in results are discussed. A 29-item list of student readers is included. Contains 22 references. (MSE)

ED 388 111 FL 023 389

Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers, 1995.
PUB DATE- 95
NOTE- 107p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Book Reviews; Classroom Techniques; Counseling Techniques; Discussion (Teaching Technique); Educational Strategies; Elementary Secondary Education; English (Second Language); Foreign Countries; Grouping (Instructional Purposes); Instructional Innovation; *Language Teachers; Management Systems; *Modern Languages; Peer Evaluation; Practicums; Program Design; Publications; Second Language Instruction; *Teacher Education; *Teacher Education Curriculum; Teacher Educator Education; Teacher Supervision; Teaching Experience; Total Quality Management

This document consists of the three issues of "The Teacher Trainer" published during 1995. This journal of modern language teacher education contains articles by teacher trainees and teacher trainers, including: "The Use of Lesson Transcripts in Teacher Development" (Richard Cullen); "Pair and Group Work--Confessions of Ignorance" (Tessa Woodward); "Getting to the Heart of the Matter--The Marginal Teacher" (Judith Kennedy); "Conflict in Process-Oriented Training" (Simon Borg); "'Is It a

ED 388 130 HE 028 670

Annunziato, Frank R., Ed.; Johnson, Beth H., Ed.
Higher Education Collective Bargaining: Beyond the Boundaries. Proceedings of the Annual Conference (23rd, New York, NY, April 24-25, 1995).
PUB DATE- 95
NOTE- 212p.; For the 1994 proceedings, see ED 374 711.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Freedom; Black Colleges; *Collective Bargaining; College Administration; College Faculty; Colleges; Court Litigation; Distance Education; Educational Attitudes; *Educational Finance; *Educational Trends; Foreign Countries; *Higher Education; International Cooperation; Labor Legislation; Legal Responsibility; Police; Professional Occupations; Professional Recognition; Regional Cooperation; *Sexual Harassment; Tenure; *Unions; Universities
IDENTIFIERS- Canada; Europe; Mexico; North American Free Trade Agreement; Professional Sports

This collection of 17 papers addresses current issues related to collective bargaining in higher education and the professions. The papers include: (1) "The American Academic Model Abroad" (Irwin H. Polishook); (2) "The European Perspective" (Gerd Kohler); (3) "Economic Integration in the North American Region: Implications for Higher Education" (Hugo Aboites); (4) "The Revolution Is Being Televised: Distance Education and the University of Maine System" (Samuel J. D'Amico); (5) "Threats to Tenure: Rhetoric and Reality" (Mary Alice Burgan); (6) "Union Activism: The Response to Regression" (Solomon Barkin); (7) "Public Higher Education Funding in the Jaws of Balanced Budget Conservatism" (William E. Scheuerman and Sidney Plotkin); (8) "Funding Higher Education in a Global Economy" (Christine Maitland); (9) "Fiscal Realities in Higher Education" (Gordon K. Davies); (10) "Dealing with Sexual Harassment in the Academic Environment" (Cynthia Adams); (11) "Sexual Harassment and Academic Freedom: A Faculty Union Perspective" (Judith Anderson); (12) "Sexual Harassment and Academic Freedom" (Ralph S. Brown); (13) "Faculty Collective Bargaining at Historically Black Colleges and Universities" (Stephen L. Finner and Marcella A. Copes); (14) "The Changing Nature of Professionalism: The Case of the Police" (Barbara Raffel Price); (15) "Campus Bargaining and the Law: The Management Perspective" (Susan L. Lipsitz); (16) "Campus Bargaining and the Law: The AAUP's Perspective" (Ann H. Franke); and (17) "Employer Militancy in Professional Sports" (Ira Berkow and Eugene Orza). (MDM)

ED 388 131 HE 028 671

A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee on the Workload of the UMS Faculty.
PUB DATE- 1 Dec 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; *College Faculty; College Instruction; Faculty Publishing; *Faculty Workload; Higher Education; National Norms; *Productivity; State Government; *State

ED 388 150 HE 028 693

Dewberry, Sidney O.; Jennelle, Ernest M.
Refocusing Higher Education in Virginia: A Presentation to Members of the Chichester Commission on the Future of Higher Education in Virginia.
PUB DATE- 14 Jun 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Credits; College Instruction; Economic Development; Efficiency; Futures (of Society); *Higher Education; Information Technology; Policy Formation; Private Colleges; *Public Policy; School Accounting; State Aid; *Statewide Planning; Student Costs; Tenure
IDENTIFIERS- Credit Transfer; Reform Efforts; State College and University Systems; *Virginia

This report presents a perspective and analysis of the current state and future direction of the state higher education system in Virginia and recommends a comprehensive legislative package that will ensure the quality and economic viability of Virginia's system into the next century. Concerns about educational quality and state commitment to support higher education originally prompted the review. The report's proposals include: (1) change the institutional culture to make teaching top priority; (2) re-examine the method of awarding tenure; (3) avoid duplication of programs; (4) increase the productivity of teaching; (5) modify academic credit transfer policies; (6) encourage each institution to develop a program to support economic development in its region; (7) adopt a policy of requiring each institution to keep total increases in costs per student to 85 percent of the Consumer Price Index; (8) restore the state's share of higher education to 60 percent of total costs for four-year institutions; (9) require state education agencies and all institutions to develop uniform accounting practices; (10) bring in communication and information technologies; (11) change current restructuring to make efficiency and cost-control on-going concerns; and (12) continue support for Virginia's independent colleges. (JB)

ED 388 151 HE 028 694

Hearing on Federal Student Loan Programs. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, 104th Congress, First Session.
PUB DATE- 23 May 95
NOTE- 461p.; Serial No. 104-27.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; Federal Legislation; Federal Programs; *Government Role; Hearings; Higher Education; Paying for College; Program Design; Program Evaluation; Program Implementation; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 104th; *Direct Lending

The Subcommittee met to hear testimony on the college student loan process, particularly whether, at a time of devolution of power to state and local levels, it is contradictory to continue with the relatively new Federal Direct Student Loan

ED 388 169 HE 028 712

Khanna, Devki N., Comp.
Colleges and Universities: Fall Enrollments 1994.
PUB DATE- Apr 95
NOTE- 27p.; For related documents, see HE 028 710-715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; Colleges; *Enrollment; *Enrollment Trends; Higher Education; High School Graduates; Race; Sex; State Surveys; Universities
IDENTIFIERS- *Pennsylvania

This publication provides a compilation of statistical information covering fall, 1994 enrollments in Pennsylvania colleges and universities. The source of the data is an annual survey of Pennsylvania colleges and universities with a response rate of approximately 99 percent. An overview notes that a total of 622,000 students were enrolled including the 92 private licensed schools in Pennsylvania authorized to grant specialized associate degrees as well as the state's 145 colleges and universities. Tables and figures present data on: (1) high school graduates and college first-time freshmen enrollments, 1985 through 1994; (2) percentage of high school graduates and college first-time freshmen enrollments by race, 1984 and 1994; (3) fall enrollments by race, 1984 and 1994; (4) percentage of high school graduates and college first-time freshmen by sex, 1984 and 1994; (5) fall enrollment by level and sex, 1984 and 1994; (6) fall enrollments by type of institution, United States and Pennsylvania, selected years 1984 through 1994; (7) fall enrollments by institutional category and sex, 1994; (8) percentage of fall undergraduate enrollments by sex, 1984 through 1994; (9) fall enrollments by institutional category and race, 1994; (10) percentage change in higher education fall enrollments by state, 1988 to 1992; and (11) state's share of total U.S. higher educational fall enrollments, 1992. Appendices provide additional detail on fall enrollments by institutional category, sex, level, and race as well as a glossary and notes on sources and nonrespondents. (DB)

ED 388 170 HE 028 713

McCoy, Robert M., Comp.
Colleges and Universities: Faculty and Staff, 1994-95.
PUB DATE- Jun 95
NOTE- 48p.; For related documents, see HE 028 710-715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Colleges; *Contract Salaries; *Fringe Benefits; Higher Education; Sex; State Surveys; Statistical Data; *Teacher Salaries; Tenure; *Trend Analysis; Universities
IDENTIFIERS- *Pennsylvania

This publication provides statistical information relating to the salaries, tenure and fringe benefits for full-time instructional faculty, as well as other employees at Pennsylvania colleges and universities. The primary sources of data were the annual surveys of instructional faculty and staff at Pennsylvania institutions of higher education with a response rate exceeding 98 percent. Tables and figures present information on: (1) index of average salaries of full-time instructional faculty, 9-month contracts vs. the consumer price

ED 388 189 HE 028 732

Lee, John
Tenure.
PUB DATE- Sep 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; Educational Trends; Employment Patterns; Faculty Workload; Higher Education; Intellectual Disciplines; School Demography; School Policy; Teacher Characteristics; Teacher Salaries; *Tenure; *Tenured Faculty; Trend Analysis
IDENTIFIERS- Diversity (Faculty); *National Study of Postsecondary Faculty 1993

This report provides a national overview of patterns of tenure in higher education based on data from the 1993 National Study of Postsecondary Faculty (NSOPF:93). This study included information on nearly 900,000 faculty members of whom 595,340 were full-time. All faculty appointments were included regardless of whether faculty members actually met classes or not. The study looked at characteristics of tenured faculty, differences in granting tenure by types of institutions, tenure by academic area, characteristics of full-time faculty members, salary of tenured faculty, and tenured faculty workload. Overall, the analysis reports that only slightly more than one-third of all college and university faculty members have tenure (35.9 percent), and just over half of full-time faculty members have tenure (52.8 percent). In addition, faculty members with tenure publish more and have more contact with students than those without tenure. Differences exist between public and private colleges in the share of the full-time faculty with tenure, which suggest dissimilar institutional tenure policies. Finally, white males still dominate the tenure system with this condition changing slowly as more women and minority candidates enter the college teaching system and older faculty retire. (JB)

ED 388 190 HE 028 733

Enhancing Quality in Higher Education: Affirmative Action and the Distribution of Resources in U.S. Department of Education Programs.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Affirmative Action; College Faculty; College Students; Demography; *Educational Quality; Federal Programs; *Higher Education; *Hispanic Americans; *Resource Allocation; Student Financial Aid
IDENTIFIERS- *Department of Education

With an aim to contributing additional information to the public debate about affirmative action, this report discusses the distribution of federal resources from the Department of Education for programs intended to bring about access and opportunity to underrepresented groups in higher education, specifically allocation of such funding to Hispanics. An early section reviews the demographic context of the current and

ED 388 210 IR 017 359

Ottmann, Thomas, Ed.; Tomek, Ivan, Ed.
Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994).
PUB DATE- 94
NOTE- 794p.; For individual papers, see IR 017 360-459.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; *Educational Media; Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *Hypermedia; *Multimedia Instruction; Multimedia Materials; Telecommunications
IDENTIFIERS- Multimedia Technology

This collection presents papers pertaining to the wide area of educational multimedia and hypermedia. The conference serves as a forum for the dissemination of information on the research, development, and applications in all areas of multimedia/hypermedia in education across all disciplines and levels of education. The papers cover a wide range of topics including: artificial intelligence; authoring; distance education; navigation; learning by doing; language learning; media in education; pedagogical issues; hypermedia systems; hypermedia applications; small dedicated applications; improving classroom teaching; interactive learning environments; novel applications approaches and ideas; and computer supported cooperative work. Special attention is given to distance education and artificial intelligence in education. The volume is a guide to what is happening in educational multimedia and hypermedia, now and in the future. These proceedings contain 11 keynote and invited papers, 86 full papers, reports of 6 panel discussions, 49 short papers, and reports of 100 demonstrations and posters. (MAS)

ED 388 211 IR 017 360

Bates, A. W.
Educational Multi-media in a Networked Society.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Computer Interfaces; Computer Networks; *Educational Media; Educational Methods; *Educational Technology; Foreign Countries; *Futures (of Society); Institutional Role; Instructional Materials; *Multimedia Instruction; *Organizational Change; Telecommunications; Workstations

Multimedia is developing fast due to the convergence of different media (text, data. graphics, video, audio) into a common digital platform, and due to the convergence of telecommunications, television, and computing. Parallel to these technical convergencies is another set of developments in work and leisure that is opening up new markets for education

ED 388 227 IR 017 376

Brown, Gary
Multimedia and Composition: Synthesizing Multimedia Discourse.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Multimedia Instruction; Multimedia Materials; Teaching Methods; *Writing (Composition); *Writing Instruction

This study examines the multi-modal synthesis of source examples in student compositions. Multimedia is used to present on-screen text and video information on Chinese superstitions and traditions, and then to prompt subjects to write. The research compares the number and kinds of examples students produce in their writing. Kind refers to the source of influence, either audio/video or the written transcript of that audio/video. Forty subjects from Washington State University participated in the study. Students were first asked to read a sample of professional writing and then to write a response to it. In addition, full motion laser audio/video was used as source material. The results demonstrated that the audio/video mode of presentation provides a significantly richer resource for detail than on-screen text for student compositions in the immediate task, but the audio/video resource does not sustain influence in the delayed composition task. These results provide support for the argument that implementation of multimedia in composition instruction merits greater attention to task as well as to the interpretation and analysis of audio/video material if the rich audio/video resource potential multimedia makes available is to be useful in composition instruction. (Contains 17 references.) (Author/MAS)

ED 388 228 IR 017 377

Brusilovsky, P.; And Others
Teaching Programming to Novices: A Review of Approaches and Tools.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science Education; Foreign Countries; *Introductory Courses; *Programming; Programming Languages; Teaching Methods

Three different approaches to teaching introductory programming are reviewed: the incremental approach, the sub-language approach, and the mini-language approach. The paper analyzes all three approaches, providing a brief history of each and describing an example of a programming environment supporting this approach. In the incremental approach, the language being taught is presented as a sequence of language subsets. Each

ED 388 246 IR 017 395

Fitzpatrick, F. J.; And Others
Critiquing the Computer-Aided Design of Dental Prostheses.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Design; Computer Assisted Instruction; Criticism; Dental Students; *Dentistry; Dentists; *Expert Systems; Foreign Countries; Higher Education; Medical Education; *Prostheses
IDENTIFIERS- Critical Pedagogy; Design (Engineering)

This paper describes RaPiD, a computer-aided assistant for the design of dental prostheses called removable partial dentures. The user manipulates icons directly to indicate the desired design solution to a given clinical situation. A developing design is represented as a logic database of components in a design; expert rules are applied as integrity constraints governing valid database transactions/design alterations. RaPiD has two modes of operation: manual mode designed for educational use (at either "student" or "expert" level), and automatic, which is intended for dentists in practice. In automatic mode, the dentist enters key clinical information, after which the system takes over and completes the design. Contravention of design rules is presented to the user in a critiquing style. The critiquing style strategies form the basis for the system's use in undergraduate and graduate dental education. Critiquing strategies used include: (1) a critique is issued only when the user has completed the proposed alteration; (2) a critique is issued immediately upon the user's radical misuse of a tool; (3) critiquing dynamically without negotiation with the user; (4) critiquing requested by the user upon completion of a design session, or at certain other stages in the design process; and (5) optional critiquing, requested by the user who wishes to compare his design with that which would have been produced independently by the system. An assessment of the educational effectiveness is planned. Expanding the range of design rules in RaPiD so that it becomes comprehensive is a current priority, as is the introduction of critiquing strategies (4) and (5), as well as completion of the automatic mode of operation. The extensive use and testing of RaPID, already carried out, snow it to be a versatile and robust knowledge-based system. (Contains 14 references.) (Author/MAS)

ED 388 247 IR 017 396

Frumkes, Lisa A.
Silent Movies: A Digitized Video Approach to the Russian Verb.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 388 265 IR 017 414

King, Cynthia M.; And Others
Digital Captioning: Effects of Color-Coding and Placement in Synchronized Text-Audio Presentations.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); *Captions; Case Studies; College Preparation; *Comprehension; Computer Uses in Education; Films; *Hearing Impairments; Higher Education; *Special Needs Students
IDENTIFIERS- Black and White; *Color Coding; Digital Data; Gallaudet University DC

Captioning is the process of providing a synchronized written script (captions) to accompany auditory information. This article describes programs available for captioning digital media on computers, and discusses the results of a study on color-coding and placement of captions. Seventy-two students in the Preparatory Studies Program (PSP) at Gallaudet University (Washington, D.C.) participated in the study (PSP enrolls deaf and hard-of-hearing students and prepares them for college). A 15-minute segment from a Disney film was used in the study. Four versions of digital captions were prepared: (1) captions color-coded for speaker identification, centered at the bottom of the screen; (2) black and white captions, centered at the bottom of the screen; (3) color-coded captions with placement dependent on the location of the speaker; and (4) black and white captions with placement dependent on the speaker's location. Results indicate that comprehension is higher when captions are color-coded for speaker identification than when captions are black and white. There are no significant differences between centered captions and captions with variable placement dependent on location of the speaker. (AEF)

ED 388 266 IR 017 415

Kushniruk, Andre; Wang, Huaiqing
A Hypermedia-Based Educational System with Knowledge-Based Guidance.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Educational Technology; *Expert Systems; Foreign Countries; *Hypermedia; Information Networks; Information Systems; *Intelligent Tutoring Systems; *Knowledge Representation; *Urban Planning; User Needs (Information)
IDENTIFIERS- Object Oriented Programming

Hypermedia systems allow for the access of large quantities of information in flexible and interactive ways, facilitating the

ED 388 283 IR 017 432

Borst Pauwels, H. W. J.; And Others
Integrating Existing Applications in Hypermedia Learning Material (General Issues & Experiences with OLE Technology).
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; *Courseware; Distance Education; Foreign Countries; *Hypermedia; Independent Study; *Instructional Materials; Lesson Plans; User Friendly Interface
IDENTIFIERS- Client Server Computing Systems; *Microsoft Windows; Network Protocols; *Object Oriented Programming

The integration of existing applications in hypermedia environments is a promising approach towards more flexible and user-friendly hypermedia learning materials. A hypermedia courseware editor, called HyDE (Hypermedia Document Editor) was developed using Microsoft Windows TM OLE technology. OLE (object Linking and Embedding) stands for an extensible protocol that enables one application to use the services of others applications. HyDE acts as an OLE client capable of receiving OLE data from several commercial OLE servers. The role of hypermedia documents in distance learning is twofold: a hypermedia document may contain a pre-prepared lesson which can be downloaded in students' workstations, and it may contain self-study material. HyDE provides for the possibility to attach lists of keywords to HyDE lessons, as well as to individual OLE files particularly suitable for constructing templates of multimedia objects; objects can be easily transferred from one document to another by the "cut, copy and paste" facilities of the MS Windows clipboard. Currently all OLE servers are single user applications. In general, hypermedia learning material appears useful because it allows fast preparation of courseware that is flexible for modification. (AEF)

ED 388 284 IR 017 433

Pozzi, S.; And Others
An Integrated Environment for Distance Education Supporting Multiple Interaction Styles.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; *Cooperative Learning; Cost Effectiveness; *Distance Education; Electronic Mail; Foreign Countries; *Information Technology; Interaction; Learning Activities;

ED 388 301 IR 017 450

Walker, Joanne
"The Princess Bride": Letting the Resources Drive the Instruction.
PUB DATE- 94
NOTE- 5p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Design Requirements; English (Second Language); Films; Foreign Countries; Higher Education; *Learner Controlled Instruction; *Multimedia Materials; Problems; Research and Development; *Second Language Learning; *Videodisks
IDENTIFIERS- Prototypes; University of Victoria BC

In research and development it is not unusual to find the resources driving the instruction; this approach can be modified to a more acceptable one if the new technology is applied in such a way as to integrate sound instructional methods. Research and development personnel of the University of Victoria (Canada) Language Center often initiate software development in the form of prototype programs in order to test new hardware and software or to demonstrate what is possible with the newest computing technology. "The Princess Bride: An Adventure in ESL" is such a project. Incorporating video into computer aided language learning means the computer must be able to control the video disc. This project investigated the possibility of using Hollywood movies as video resources for multimedia ESL software. The script was transcribed and the movie was divided into more workable sections. These episodes were divided into various viewing, comprehension, and grammatical exercises. Language Center personnel found the program content to be too complicated for beginner and too simple for intermediate ESL students. The program was revised and then demonstrated in a "drop-in" multimedia lab so that students could use it as they wished. Results indicated the program was difficult to navigate and depended too much on computer instruction in a foreign language; it was boring; there was not enough feedback or interaction; and it was not an appropriate use of the resource. (AEF)

ED 388 302 IR 017 451

Weber, Gerhard; Mollenberg, Antje
ELM-PE: A Knowledge-based Programming Environment for Learning LISP.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Software Development; *Debugging (Computers); *Experiential Learning; Feedback;

ED 388 320 IR 055 825

Parang, Elizabeth, Comp.; Saunders, Laverna, Comp.
Electronic Journals in ARL Libraries: Policies and Procedures. SPEC Kit 201 and Flyer 201.
PUB DATE- Aug 94
NOTE- 119p.; For companion Kit 202, see IR 055 826.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Criteria; Full Text Databases; Guides; Higher Education; *Information Dissemination; Library Acquisition; Library Collection Development; Library Material Selection; *Library Policy; *Library Services; Pamphlets; *Research Libraries; Resource Materials; *Scholarly Journals; Surveys; Training
IDENTIFIERS- Association of Research Libraries; BITNET; *Electronic Journals; Internet; Remote Electronic Access Delivery of Information

Scholarly journal publishing is undergoing a transformation from paper to electronic distribution. Members of the Association of Research Libraries (ARL) have become pioneers in providing access to electronic journals. Because the policies and procedures that these libraries have developed can be guides for other libraries, a survey was sent to ARL members. Seventy-seven of 119 questionnaires (65% response rate) were returned. Task-force reports from six institutions are presented in a companion kit (Kit 202) from the ARL Systems and Procedures Exchange Center (SPEC). Thirty-five libraries currently receive electronic journals, but only five have collection policies that are specifically developed for electronic journals. Fifteen libraries report that selection criteria are different for electronic journals, with technical compatibility the most important aspect of selection. Nearly one-fourth of the libraries have established special procedures for acquiring electronic journals, and approximately one-third have established a BITNET/Internet account for receiving them. Electronic journals are made available in a number of ways, the most common being gopher access, which is access to remote sites through computer and electronic networks. At this time, most are inexpensive or free. A list of 77 selected readings is attached. (SLD)

ED 388 321 IR 055 826

Parang, Elizabeth, Comp.; Saunders, Laverna, Comp.
Electronic Journals in ARL Libraries: Issues and Trends. SPEC Kit 202 and Flyer 202.
PUB DATE- Aug 94
NOTE- 175p.; An errata sheet that corrects the flyer is included. For companion Kit 201, see IR 055 825.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Archives; Copyrights; Full

ED 388 338 JC 950 521

Helminski, Laura
Research: Current Best Practices for the Desired Learning Paradigm. Final Report and Summary.
PUB DATE- 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Databases; Educational Development; *Educational Innovation; *Educational Objectives; *Educational Practices; *Educational Strategies; Educational Technology; *Learning Processes; Research Needs; Research Utilization; School Surveys; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

From April to September 1995, Arizona's Maricopa Community College District (MCCD) conducted interviews with faculty and staff to develop a database of innovative practices related to the District's desired learning paradigms. This report describes results from the study in three sections. The first section summarizes the project's research activities and results related to MCCD's four learning paradigms: learning is a lifelong process that should be measured in a consistent and ongoing manner, everyone is an active learner and teacher, the learning process includes the larger community, and learning occurs in a flexible environment. The second section discusses reactions and implications of the report, including possible uses of the database of practices and the need for more research from and on students. Finally, the third section provides 52 entries from the database of best practices, grouped by their alignment with the four learning paradigms. Each entry includes a description of the practice; information on the faculty members and college initiating the practice; an analysis of the relationship of the practice to the learning paradigms; a discussion of institutional resources involved in supporting the practice; and descriptions of the extent of implementation, outcomes, evaluation, and student feedback or responses to the practice. (TGI)

ED 388 339 JC 950 522

Glenn, Terrence J.; Mechley, Victor P.
Empowering the User.
PUB DATE- 10 Dec 93
NOTE- 12p.; Paper presented at the Annual CAUSE Conference (San Diego, CA, December 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Planning; Community Colleges; *Computer Literacy; Computer Networks; *Computer System Design; *Management Information Systems; *Management Teams; Participative Decision Making; Program Development; Program Implementation; Two Year Colleges; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Cincinnati Technical College OH

With respect to the college's information systems, there were three major challenges facing Ohio's Cincinnati Technical College (CTC) in 1991. The expanding use of personal computers (PC's) and non-integrated systems often duplicated efforts and

ED 388 355 JC 950 540

Katz, Helen McKay; Astroth, Jonathan M.
From Candidacy to Accreditation: A Campus-Wide Commitment.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North Central Association (100th, Chicago, IL, March 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *College Planning; Community Colleges; Educational Administration; Institutional Advancement; *Organizational Climate; *Organizational Development; *Organizational Objectives; Participative Decision Making; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Heartland Community College IL

In 1992, Heartland Community College (HCC), in Illinois, was granted candidacy status for accreditation by the North Central Association (NCA). In 1994, the college decided to seek full accreditation to ensure its place in the local community, ensure federal funding, and to show that it had grown since candidacy and was ready to fulfill accreditation criteria. Three factors suggested that the HCC was in a favorable position to achieve accreditation: the college had employed highly experienced faculty and staff; it had a capable employee to direct the self-study process; and there was a strong commitment to the accreditation process by the board of trustees, executive management, and all employees. A climate of cooperation and commitment to the process was created throughout the college through visits from NCA personnel, the inclusion a cross-section of employees on committees, and meetings and updates. The climate was also fostered by HCC's organizational values, including the college's emphasis on a positive attitude; the importance of a collective contribution to the process; the focus on employee integrity, related specifically to preparing staff for the site team visit; and the institutional view of the site visit as an opportunity to offer valuable suggestions and promote positive development. Preparation for the site visit included disseminating information throughout the campus, lunch meetings, and close contact with the site team chair. In August 1994, HCC was granted accreditation. (TGI)

ED 388 356 JC 950 541

Hintz, Suzanne S.
Real Problems and Real Solutions: A Humanities/Foreign Language Component in Occupational/Technical Curricula.
PUB DATE- 10 Nov 95
NOTE- 12p.; Paper presented at the National Conference of the Community Colleges Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Community Colleges; *Curriculum Development; *Distance Education; *Educational Needs; Independent Study; Job Training; Outcomes of Education; *Second Language Learning; *Spanish; Technical Education;

ED 388 373 JC 950 560

Sessions, Robert
Education Is a Gift, Not a Commodity.
PUB DATE- Nov 95
NOTE- 20p.; Paper presented at the National Conference of the Community Colleges Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Philosophy; *Educational Principles; Educational Strategies; *Educational Theories; *Foundations of Education; *Grading; Higher Education; Learning Processes; *Power Structure; Role of Education; Teaching Models

A popular image today is that students are "consumers" and teachers are "producers" and "sellers" of education. Many in academia claim that economic metaphors distort and corrupt the true nature of education and they offer a variety of alternative images of the relationships between teachers and students: traveler/guide, worker/boss, artistic co-creators, etc. Educators seem to resist the new wave of economic imagery as a result of fear and the belief that reconceiving education as a fundamental economic exchange is a misunderstanding of education. But the changes in education toward an economic model have been occurring for some time. Grading, for example, was an invention in the early industrial period that linked competition for employment and status to education. The role of grading highlights two forms of power in education: empowerment, or the acquisition of abilities to ascertain and accomplish one's goals, and authority, either in the "natural authority" of a knowledgeable person or authority based on power over another person. Grades are related to the "power-over" aspect of authority. However, their presence and the presence of other "power-over" relationships reduce education by leading to the undervaluing of empowerment. Education is an exchange, but one that should be thought of more in terms of giving a gift than buying and selling. True teachers remain parts of the beings of students, and students continuously give new life and light to teachers. The gifting metaphor demonstrates an alternative economic image of education that focuses on dynamics, the uncertainties, and most importantly, the relationships of selves involved in teaching and learning. Contains nine endnotes. (TGI)

ED 388 374 JC 950 562

Dowdy, Helen B.
A Manual for Trustees: Role, Responsibilities, Relationships.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; *Administrator Responsibility; *Administrator Role; Administrator Selection; *Board Administrator Relationship; Community Colleges;

ED 388 392 PS 023 652

Dunst, Carl
Key Characteristics and Features of Community-Based Family Support Programs. Family Resource Coalition Best Practices Project Commissioned Paper II.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Cooperation; *Community Programs; Community Services; Family Environment; Family Influence; Family Problems; *Family Programs; Parent Education; Program Development; *Public Policy; School Community Relationship
IDENTIFIERS- Family Policy; *Family Resource and Support Programs; Family Strengths; *Family Support

This guide is the second monograph in the "Guidelines for Effective Practice" series commissioned by the Best Practices Project of the Family Resource which meets the need for better definition and articulation of what constitutes best practice in family support programs. This guide describes the definition, key characteristics, and operational features of family support program practices and proposes a method of categorizing family support programs. The book is divided into three chapters. Chapter one deals with an operational definition of family support and proposes one way of differentiating family support programs from other types of human services programs. Chapter two describes the premises, principles, paradigms, and practices that increasingly are considered the key elements and characteristics of family support programs. Chapter three presents a catalog of program dimensions along which family support programs differ as well as a brief description of how common and diverse elements and dimensions can be blended to form a foundation for the domain of family support programs. An appendix is included that contains checklists for assessing family support program policies and practices. Contains 214 references. (AP)

ED 388 393 PS 023 655

Eder, Donna; And Others
School Talk: Gender and Adolescent Culture.
PUB DATE- 95
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *Adolescents; Coping; Developmental Stages; Developmental Tasks; Educational Environment; Grade 8; *Interpersonal Relationship; Junior High Schools; Language Usage; Middle Schools; Sex Bias; *Sex Differences; Sex Role; Sex Stereotypes; Sexuality; Socialization; Student Attitudes; Student Role
IDENTIFIERS- *Adolescent Attitudes

This book reports the findings of a study of adolescent culture and language in eighth graders. The books consists of ten chapters including discussions of the following topics: (1) "Remember When?" a theoretical framework; (2) "Gender, Talk, and School Culture," an interpretive and a dialectic approach

ED 388 413 PS 023 694

Speidel, Gisela E., Ed.
Technology in the Classroom.
PUB DATE- 95
NOTE- 181p.; This issue is the last to be published by the Kamehameha Schools Bishop Estate.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Computer Assisted Design; *Computer Uses in Education; Distance Education; Elementary Secondary Education; Information Literacy; Interdisciplinary Approach; Mathematics Instruction; Physics; Portfolio Assessment; Science Instruction; *Technological Literacy; *Technology Education
IDENTIFIERS- *Hawaii; Multiple Intelligences; *Technology Based Instruction; Video Production

This theme issue contains 20 articles dealing with technology in the classroom. The articles are: (1) "Distance Learning and the Future of Kamehameha Schools Bishop Estate" (Henry E. Meyer); (2) "Technology and Multiple Intelligences" (Bette Savini); (3) "Technology Brings Voyagers into Classrooms" (Kristina Inn and others); (4) "Technologies Old and New: Teaching Ancient Navigation" (Simon Spalding); (5) "That's a 'Wrap'" (Patricia Gillespie); (6) "Computer Learning for Young Children" (Anita Y. W. Choy); (7) "Free in First Grade: Technology in One Classroom" (Cathy Weaver); (8) "New Technologies, New Curricula" (Gisela E. Speidel); (9) "The Electronic Student Portfolio" (Emily Fasick and Clemence McLaren); (10) "Video Literacy at Waiau Elementary School" (Ralph Ohta and Joseph Tobin); (11) "A Hitchhiker's Guide to Technology" (Ian Jamieson); (12) "Adventures with 'The Geometer's Sketchpad'" (Cathi Sanders); (13) "Taking a Giant Step into Our Technological Future" (Gisela E. Spiedel); (14) "MIDAS Has the Golden Touch!" (Irene Yamashita); (15) "Who's in the Driver's Seat?" (Robert G. Peters); (16) "A Few Bytes of Technological Advice" (Curtis Ho); (17) "Information Literacy: A Challenge for Critical Thinking" (Elaine Blitman); (18) "How Does Technology Affect Society?" (Gail Tamaribuchi and Ramona Newton Hao); (19) "Computers and Clarifying Mathematical Thinking" (Robin Durnin); and (20) "Charting the Future" (Lance Tachino). (TJQ)

ED 388 414 PS 023 695

Rivkin, Mary S.
The Great Outdoors: Restoring Children's Right To Play Outside.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Childhood Needs; Childrens Rights; Environmental Education; *Outdoor Activities; Outdoor Education; *Play; *Playgrounds; Recreational Facilities; Safety; *Young Children
IDENTIFIERS- Child Safety; *Playground Design; Playground Equipment

Intended for all who are responsible for children in the primary

ED 388 433 PS 023 752

New Hampshire Child Day Care Agency Licensing Rules.
PUB DATE- Aug 91
NOTE- 58p.; A portion is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Child Health; Classroom Environment; *Day Care; Day Care Centers; Discipline Policy; Family Day Care; Instructional Materials; Nutrition; Parent Participation; Preschool Education; School Age Day Care; School Safety; Special Needs Students; State Legislation; *State Regulation; Toys
IDENTIFIERS- *New Hampshire; Waivers

This booklet contains rules and regulation that apply to the licensing and operation of child care agencies in New Hampshire. The main section contains rules and regulations that apply to all child care providers and agencies in regard to license application, waivers, license renewal, investigation procedures, hearings, health and safety, personnel, injuries and emergencies, field trips, special needs children, child care space, toys, equipment and learning materials, handwashing, nutrition, discipline, parent involvement, transportation, diapering and toileting among others. Separate sections list rules and regulations that apply to group child care centers, day care nurseries, family day care, school-age programs, night care agencies, and preschool programs. Two appendices provide information on suggested toys, equipment, and learning materials, along with examples of communicable diseases. (MDM)

ED 388 434 PS 023 753

Settles, Barbara H., Ed.; And Others
American Families and the Future: Analyses of Possible Destinies.
PUB DATE- 93
NOTE- 319p.; Also published as Marriage & Family Review, Volume 18, No. 3-4 1993.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Aging (Individuals); Decision Making; Demography; *Family Life; Family Planning; *Futures (of Society); Health Needs; Long Range Planning; Models; Older Adults; Parent Child Relationship; Population Trends; Poverty; Sexuality; *Social Change; Social Services; *Sociocultural Patterns; Technological Advancement; *Well Being; Young Children

Noting the increasing challenges faced by families today, this book explores demographic, social and economic, and technological issues affecting the dynamics of and planning process for family well-being. Chapters in the book are: (1) "Expanding Choice in Long Term Planning for Family Futures" (Barbara H. Settles); (2) "Recent Demographic Change: Implications for Families Planning for the Future" (Teresa M. Cooney); (3) "Present and Future Health Care for an Aging Society: A Proactive Self-Health Approach" (Norma Doolittle and Stephanie Wiggins); (4) "Intergenerational Issues in Long Term Planning" (Sarah Roberts Foulke and others); (5) "Social Programs for Families in Poverty: Past Impacts and Future Prospects" (Juanita Hepler and John Noble); (6) "Issues of Technology's Possible Futures" (Teresa Donati Marciano); (7)

ED 388 452 PS 023 825

Raddish, Michele; And Others
Nutritional Intake in Children with Disabilities Compared to Typical Children.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Comparative Analysis; *Disabilities; *Nutrition; *Preschool Children; Preschool Education
IDENTIFIERS- *Feeding Problems

Using interviews with parents and guardians, and the child where appropriate, this study compared feeding problems of children with disabilities in Kentucky with a sample of typical children. Subjects were 50 children ages 3-5; 25 children were without disabilities. In addition to interviews, data were collected from case records, medical histories, and a food frequency questionnaire. A Health and Nutrition Assessment Inventory for children with feeding disorders was done with both groups. Results showed that: (1) children without disabilities were taller and weighed more than children with disabilities; (2) children with disabilities had a greater incidence of poor oral motor skills; (3) children with disabilities have more dental problems and weaker tongue muscles; (4) typical children spend a longer time eating than children with disabiilities. The implications of this study are that children with special needs are at an increased risk for nutritional deficiencies or excesses than typical children and require additional attention from teachers during feeding. Also, children with disabilities may require more careful monitoring of dental health needs, since dental health is directly related to nutritional status. The present study documents the need for an incrasing role of the nutritionist as a vital member of the education team for these children. Since these children are and will continue to be mainstreamed, it is important for educators to understand the feeding problems associated with this population. Contains nine notes and references. (JW)

ED 388 453 PS 023 827

Wigg, Anne
Improving the Preschooler's Science Knowledge and Skills through Hands-on Activities.
PUB DATE- 95
NOTE- 66p.; Ed.D. Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; Change Strategies; Curriculum Development; Discovery Learning; Discovery Processes; Experiential Learning; Field Trips; Hands on Science; Inner City; Learning Centers (Classroom); Outdoor Education; Parent Participation; *Preschool Children; Preschool Education; *Science Activities; *Science Curriculum; Science Fairs; Science Instruction; *Science Interests; Scientific Concepts; *Student Attitudes

A practicum project designed a preschool science curriculum and requisite environment to improve students' enjoyment and interest in science. Based on teacher- and parent-questionnaire

ED 388 471 RC 020 292

Sullivan, Michael; And Others
Local Heroes: Bringing Telecommunications to Rural, Small Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 105p.; A VHS videotape (29:35 minutes) accompanies this document.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Non-print Media (100)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Instructional Innovation; *Interactive Television; Program Descriptions; Program Development; Program Implementation; *Rural Education; Rural Schools; Small Schools; *Systems Development; Telecommunications; *Telecourses
IDENTIFIERS- *Technology Based Instruction

This book provides information supplemental to the accompanying videotape regarding the implementation and use of two-way, full-motion interactive television. Based on a study conducted by the Southwest Educational Development Laboratory, "Local Heroes" describes in detail how citizens have implemented the technology in small rural schools and communities in southwestern states and provides guidelines for implementing such technology. Six sections contain an overview of the role of rural schools as a focal point for the community and the role of telecommunications in preserving rural schools by providing services comparable to those in urban communities; an analysis of the technology; a "Getting Started" section, which goes from defining the primary need to bolster the curriculum, through working with the local phone company, to discussing the importance of the teacher to the success of the technology; guidelines and suggestions for implementation; a prototype detailing procedures for implementing full-motion interactive video in small rural schools; and a narrative depiction and history of six projects in the states of New Mexico, Oklahoma, and Texas. Appendices discuss existing research and give further details on the implementation process and the research methodology used. Contains 39 references. (TD)

ED 388 472 RC 020 294

Beginning Farmer Sustainable Agriculture Project. Interim Report.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Nebraska Univ., Lincoln.; Pew Charitable Trusts, Philadelphia, PA.; Public Welfare Foundation, Washington, D.C.
PUB DATE- Feb 94
NOTE- 15p.; Photographs may not reproduce adequately. The Nebraska Sustainable Agriculture Society also cooperated in this project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Farmer Education; *Agricultural Education; *Farmers; *Farm Management; Farm Occupations; Networks; Rural Extension; Rural Farm Residents; Technical Assistance; Workshops
IDENTIFIERS- Beginning Farmers; *Nebraska; *Sustainable Agriculture

ED 388 488 RC 020 341

Galston, William A.; Baehler, Karen J.
Rural Development in the United States: Connecting Theory, Practice, and Possibilities.
PUB DATE- 95
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Action; Economic Change; *Economic Development; *Government Role; Institutional Cooperation; Literature Reviews; Politics; *Public Policy; Public Sector; *Role of Education; *Rural Development; Rural Economics; Rural Education; *Telecommunications
IDENTIFIERS- Global Economy; Infrastructure

This book synthesizes and analyzes much of the theoretical and practical literature on rural economic development and related issues from the past two decades with the aim of initiating construction of a new model for U.S. rural development policy. Part I emphasizes the national and global context within which U.S. rural development must take place. Chapters examine economic and social trends in rural America in the 1990s; core goals and features of development strategies; global economic change, Third World development, and implications for U.S. rural development; and strategies to overcome political, cultural, and economic obstacles to development. Part II examines in detail the long-term economic prospects of various rural sectors (natural resources, manufacturing, the service sector, tourism, the elderly, high technology, and telecommunications), as well as their impact on the multidimensional conceptualization of development offered in Part I. Several major propositions with implications for research and public policy are developed: (1) to avoid the pressures of international competition that tend to lower employment, rural communities must pursue substantially "nontraded" sectors (such as retirement, tourism, siting of government activities) that emphasize rural amenities; (2) the fiscal crisis in the public sphere will preclude large new rural programs and will require innovation in the nature of public action; (3) new technologies such as advanced telecommunications can substitute for geographic adjacency to urban areas and can lower barriers to rural economic participation; (4) small rural communities must break down political boundaries and form new cooperative political units for education and other public services; and (5) local communities and the federal government must embark on a new partnership to upgrade rural education and training. Contains over 350 references and an index. (SV)

ED 388 489 RC 020 348

Chavkin, Nancy Feyl; Gonzalez, Dora Lara
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

individual and the classroom community levels, instructional conversations deepened student understandings of the texts they read in class by encouraging students to make connections between particular text concepts and their own experiences. In addition to tracking student gains in understanding, the study shows how the conversations helped build a classroom community that incorporated the cultural beliefs and concerns of the students. (SE)

ED 388 050 FL 023 289

Slavin, Robert E.; Madden, Nancy A.
Effects of Success for All on the Achievement of English Language Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; Dropout Prevention; Educational Strategies; *English (Second Language); *High Risk Students; Instructional Effectiveness; Literacy Education; Primary Education; *Reading Instruction; *Reading Skills; Second Language Learning; Teaching Methods; *Tutorial Programs
IDENTIFIERS- *Success for All Program

The Success for All model of instruction, which seeks to prevent academic problems in elementary school by addressing reading difficulties with early, intensive intervention, is described. The approach, begun with native English-speaking students at risk academically, provides tutoring from prekindergarten or kindergarten onward, particularly through one-to-one tutoring. At elementary schools serving communities where many students begin school speaking other languages natively, the program was adapted to provide literacy instruction in English as a Second Language (ESL). The report describes distinctive elements of the program as implemented in seven schools nationwide, and discusses the adaptations made for the needs of English language learners. A major feature of the program is the use of tutors in pull-out sessions and to provide small-group instruction in homogeneous groups during daily classroom reading periods. Activities include fast-paced routines and group-response games. Reading level assessments are made every 8 weeks. ESL instruction emphasizes skills directly tied to success in the English curriculum. Additional elements include a full-day kindergarten, family support team, full-time program facilitator in each school, and inservice education for participating teachers. Data on student success in each program are summarized. (MSE)

ED 388 051 FL 023 291

Exploring the Alphabet.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alphabets; Archaeology; Contrastive Linguistics;

Proficiency; *Language Role; *Languages for Special Purposes; *Language Tests; *Standardized Tests; Test Construction; Test Interpretation; Test Use; Verbal Tests
IDENTIFIERS- *Chamber of Commerce and Industry of Paris (France)

The structure and administration of the Paris Chamber of Commerce Examination of French language proficiency is described, and methods of classroom preparation for the examination are presented. The exam certifies French proficiency at two levels: certificat (language skills necessary to conduct business effectively in the francophone world) and diplome superieure (more thorough and extensive use of business French, and theoretical and practical knowledge in diverse fields). Universities can administer the test. Both testing levels include both written and oral tests; students can register for either test up to three times. The certificat examination has four parts: test of general knowledge; reading comprehension; correspondence skills; and translation. The diplome superieure consists of five parts: interpretation of economic data; essential business practices; response to a business letter in a specific context; translation into French; and dictation. Strategies for structuring a business French course to address the specific components of the examination are offered, including appropriate instructional materials, class activities, and exercises. Seven situations for simulation and negotiation exercises are suggested. Contains 15 references and a 17-item bibliography. (MSE)

ED 388 071 FL 023 321

Lowe-Dupas, Helene
Business French or French Business? What Do We Teach and What Do We Call It?
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Course Content; *French; Higher Education; Interdisciplinary Approach; *International Trade; Language Role; *Languages for Special Purposes; Second Language Instruction; *Second Languages; Student Projects; Teacher Qualifications; Textbooks

It is argued that while college courses in French business communication aim to introduce business concepts, syllabuses and textbooks for this purpose do not integrate business skill training with business language training. Texts may contain extensive business-related vocabulary, readings, correspondence exercises, and definition of new concepts, but do not emphasize direct application to real business situations and therefore lack purpose. Introducing the business variable depends not only on appropriate materials but also on teacher background in business, and some homogeneity in student needs, motivation, and preparation for the course. Incorporating business-related projects into the French business course has been an effective technique for one professor. Small groups of students with varying language and business skills either research or "create" a small business, depending on course level, and

University, Manokwari. The project aims to provide discipline-related self-study materials in English to aid lecturers preparing for postgraduate studies. The perspectives presented are those of three stakeholders: the program manager/advisor representing the Canadian agency executing the project; the head of the center; and an Indonesia Australia Language Foundation consultant providing technical assistance. Their views address their roles in, contributions to, and assessments of the self-access resource center approach. Results are reported concerning perceived successes, constraints, and areas in which action should be taken to sustain the development initiative. In conclusion, the process has been a blending of top down and bottom-up initiatives, collaboration among the stakeholders has been crucial to success, and it is too early to say if SARC will be successful. (MSE)

ED 388 091 FL 023 344

Ngan, Heltan; Kong, Judy
A Theoretical Framework for Teaching Chinese-English/English-Chinese Translation to Tertiary Students: The Use of "Foreign Translation Theories" for "Domestic" Purposes through S.E.A.S.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual International Conference of the Institute of Language in Education (December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; Linguistic Theory; Models; Second Language Instruction; Textbook Content; *Theory Practice Relationship; *Translation

The approach taken commonly in instructional materials designed for teaching translation at the college level is examined, and an alternative is proposed. The approach under examination is the use of western translation theories to teach translation between Chinese and English, often incorporating examples from other, unfamiliar languages. It is argued that the theories and principles presented to students are not always relevant to Chinese. The alternative approach proposed here (S.E.A.S., or selection/elucidation/adaptation/supplementation) addresses the way in which translation theories are presented to students. Four elements of presentation are seen as essential: (1) careful selection of basic concepts of translation (translatability on phonological, lexical, linguistic, and cultural levels, and the nature and types of translation); (2) elucidation of each theory, using examples in Chinese and English; (3) adaptation of theories to make them applicable to translation between Chinese and English; and (4) supplementation of theories to address considerations unique to Chinese. Each of these elements is illustrated with examples from western translation theory. Contains 20 references. (MSE)

ED 388 092 FL 023 345

Phillipson, Robert; Skutnabb-Kangas, Tove
Papers in European Language Policy. ROLIG-papir 53.
PUB DATE- Sep 95
NOTE- 121p.
LANGUAGE- English; Danish
EDRS Price- MF01/PC05 Plus Postage.

Joke?'--The Language Awareness Component of CTEFLA Courses" (Peter Grundy); "A Teacher in Training for Primary School Work"; "Pitfalls of Experienced Teachers" (Magali de Moraes Menti); "Training for Primary School English" (Briony Beaven); "Peering at Your Peers" (Frank Fitzpatrick); "Lesson Planning--Focusing on the Learner" (R. V. Skuja-Steele, M. Gibbs); "Sarah Andrews of 'Nursing First'"; "Using a Counselling Approach in Teacher Supervision" (Dominic Cogan); "Helping Non-Native Speaker Teacher Trainers with Questions for Leading Discussions" (Richard Cullen); "Total Quality Management" (Tessa Woodward interviews Bob Richard); "A Flexible and Practical Practicum" (C. Shields, M. Janopoulos); and "The Name of the Game" (Sylvia Chalker). Book reviews, professional notes, conference reports, and publication announcements are also included. (MSE)

ED 388 112 FL 023 390

Brown, Dorothy S., Comp.
Books for a Small Planet: A Multicultural-Intercultural Bibliography for Young English Language Learners.
PUB DATE- 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Cross Cultural Training; *Cultural Pluralism; *English (Second Language); Ethnic Groups; Fables; Fairy Tales; Fiction; *Folk Culture; Geographic Location; Legends; Multicultural Education; Nonfiction; Picture Books; *Reading Materials; Second Language Instruction; Short Stories

This annotated bibliography lists a variety of books and reading materials that may be of interest to teachers of students learning English as a Second Language. They are appropriate for reading outside of class or as a supplement to classroom materials. All are trade books, not language instruction books, reflect a variety of cultures with which immigrant students may identify, and focus on respect for cultural differences. The listing includes books for all school age groups. Entries are presented in four parts: picture books, word books, and stories; legends, fables, folk tales, and fairy tales; fiction; and nonfiction. Appendices provide cross-references by location, ethnic group, and topic. A list of 18 additional useful references is appended. (MSE)

ED 388 113 FL 023 391

Devine, Joanne, Ed.; And Others
Research in Reading in English as a Second Language.
PUB DATE- 87
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Learning; Classroom Techniques; *Cognitive Processes; Concept Formation; *Cultural Context; Cultural Education; Educational Environment; Educational Strategies; *English (Second Language); English for Special Purposes; Language Research; *Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Research; Reading Strategies; Research Methodology; Revision (Written Composition); Second Language Instruction; Second Language Learning; Syntax; Writing Instruction

Universities; *Teaching Load
IDENTIFIERS- Faculty Productivity Reports; Faculty Research; Faculty Service; *University of Maryland System

This report provides data and recommendations on the workload and productivity of University of Maryland System (UMS) faculty. It outlines the state budgetary policy that mandates the report and explains UMS policy on faculty workload. The data in the report reflect teaching standards in place in 1993-94, prior to the adoption of the current UMS workload policy. Institutional and composite data provide information on: (1) the number of faculty who taught the standard load; (2) the number granted exceptions from the standard load; (3) the number of course-equivalent units taught; and (4) faculty research, publications, presentations, and service. The report found that, of the 3,759 full-time faculty at UMS institutions, 1,137 were granted exceptions from teaching the standard load. More than half of these exceptions were for departmental administration, externally funded research, and for instruction-related reasons. The overall data indicate that UMS teaching productivity is comparable to those at similar institutions nationwide. Three appendixes provide a copy of the UMS policy on faculty workload and responsibilities, a timeline on the development of the policy, and a copy of the survey form and instructions. (MDM)

ED 388 132 HE 028 672

Gandara, Patricia
Over the Ivy Walls: The Educational Mobility of Low-Income Chicanos. SUNY Series, Social Context of Education.
PUB DATE- 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Need; College Faculty; Cultural Influences; *Educational Attainment; Family Environment; High Achievement; Higher Education; *Influences; Lawyers; *Low Income Groups; Mentors; *Mexican Americans; Parent Child Relationship; Parent Influence; Peer Relationship; Physicians; Poverty; *Professional Education; Selective Colleges; Socioeconomic Influences; Work Ethic
IDENTIFIERS- *Chicanos

This study examined the factors influencing the academic success of 50 Mexican-Americans from low-income families who received Ph.D., J.D., or M.D. degrees from prestigious universities. All of the subjects received their college and graduate education during the 1960s and 1970s, and were interviewed using a 141-question interview protocol. The study considered the effects of parent-child interactions, psychosocial factors, family structure, sibling achievement, parental support and encouragement, parenting style, parent involvement in school, school influences, curriculum tracking, desegregated schools, mentors, peer relationships, and personal characteristics on academic success and educational attainment. The study found that, in spite of serious economic disadvantage, most of the subjects' parents were doing precisely the right things in regard to instilling in their children achievement motivation, a strong work ethic, and the belief in education as the key to advancement. Implications for school reform are discussed. An appendix provides a copy of the interview questions. (Contains approximately 180 references.) (MDM)

Program. Chairman Peter Hoekstra outlined how vital higher education has become for access to quality employment and the possible problems with direct federal lending. Representative Sawyer responded with positive information on the Ford program and a recommendation for no major adjustments. Representative Petri critiqued the program and suggested reform measures. Representative Istook testified that the direct lending program is a mistake and that this function should be privatized. Senator Paul Simon testified in support of direct lending citing feed-back from institutions that have participated. Representative Bart Gordon urged further testing of direct lending before allowing full implementation. A representative of Maine Education Services, a secondary market lender, testified on the success of that program. Financial aid directors from Hope College (Michigan), California State University, Northridge; and Roger Williams College (Rhode Island) also testified on their experience with the direct lending program. Extensive additional materials and prepared statements are included. (JB)

ED 388 152 HE 028 695

Hearing on Accreditation of Graduate Medical Education. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, 104th Congress, First Session.
PUB DATE- 14 Jun 95
NOTE- 117p.; Serial No. 104-19.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Abortions; *Accreditation (Institutions); Accrediting Agencies; Federal Aid; Government Role; *Graduate Medical Education; Higher Education; Medical Services; Standards
IDENTIFIERS- *Accreditation Council for Graduate Medical Educ; *Accreditation Standards

The Subcommittee met to examine recent new standards of the Accreditation Council for Graduate Medical Education (ACGME) that require training programs in obstetrics and gynecology to perform and teach abortion techniques, as well as the impact of these standards on program accreditation, and the programs' and students' consequent eligibility for federal assistance. A physician representative of the Christian Medical-Dental Society testified against the ACGME standard arguing that physician conscience, individual choice, and medical discernment were ignored. Robert D'Alessandri of ACGME described how the new standard was developed and announced recent modifications that permit programs to omit this training, but prohibit them from impeding students who wish to obtain abortion training at other institutions. Edward M. Hannigan of the University of Texas at Galveston testified that the new standards were enacted to advance a political agenda. A representative of the American College of Obstetricians and Gynecologists argued that training in induced abortion is necessary for physician preparation. Anthony Levatino of the Albany Medical Center argued that the new standards were established in response to a false perception that there is a shortage of doctors trained to do abortions. Paula Smith of the American Association of Pro-Life Obstetricians and Gynecologists testified against the new standard. A discussion that followed covered political influences, medical training, doctor attitudes, and government role. (JB)

ED 388 153 HE 028 696

index, 1982-84 through 1994-95; (2) average salaries of full-time instructional faculty employed on a 9-month contract for selected ranks by institutional category, 1985-86 through 1994-95; (3) fringe benefit expenditures for full-time instructional faculty employed on 9-month contracts by selected years; (4) percent of fringe benefit expenditures for full-time instructional factory employed on 9-month contracts by selected years; (5) fringe benefit expenditure as a percentage of total salary expenditure of full-time instructional faculty; (6) selected full-time instructional faculty with tenure by sex by selected years; (7) average salaries of selected full-time instructional faculty by professorial rank; (8) percentage change in average salaries of full-time instructional faculty, 1993-94 and 1994-95; (9) percentage change in average salaries of faculty by selected ranks, current to constant dollar comparison, 1985-86 through 1994-95; (10) average salaries of faculty for Pennsylvania and contiguous states, 1992-93 and 1993-94. Appendices provide additional data on salaries by contract length, rank, institutional category, sex, tenure status, and race. A glossary and notes on sources and nonrespondents are also appended. (DB)

ED 388 171 HE 028 714

Khanna, Devki N., Comp.
Colleges and Universities: Basic Student Charges, 1994-95.
PUB DATE- Nov 94
NOTE- 41p.; For related documents, see HE 028 710-715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Housing; Colleges; *Fees; Higher Education; Professional Education; State Surveys; Statistical Data; *Student Costs; Trend Analysis; *Tuition; Universities
IDENTIFIERS- *Pennsylvania

This publication provides information about the cost of attending Pennsylvania colleges and universities including tuition, required fees, and room and board charges for the year 1994-95 as well as trend information for the past 10 years. Comparative national data are also provided. The main source of the Pennsylvania data was an annual survey of Pennsylvania colleges and universities. Individual tables and figures provide information on: (1) average undergraduate in-state tuition and required fees by institutional category, 1985-86 through 1994-95; (2) average annual increase in undergraduate in-state tuition and required fees, 1985-86 through 1994-95; (3) average combined room and board charges by institutional category, 1985-86 through 1994-95; (4) average annual increase in room and board charges, 1985-86 through 1994-95; (5) average basic student charges by institutional category, 1994-95; and (6) average undergraduate basic student charges in four-year institutions, United States, Pennsylvania and selected neighboring states, 1993-94. Appendices provide additional information on basic student charges, tuition and required fees for first-professional programs, and student charges by control of institution and state. Also provided are a glossary and notes on data sources and nonrespondents. (DB)

ED 388 172 HE 028 715

McCoy, Robert M., Comp.
Colleges and Universities: Finance, 1993-94.
PUB DATE- Jul 95
NOTE- 31p.; For related documents, see HE 028 710-714.

expanding Hispanic population in the United States. A look at affirmative action in higher education lists programs that can be included under affirmative action and notes the $900 million in federal resources appropriated for these programs in 1994. A section on Hispanic students in higher education discusses the critical role that student financial aid plays in access to postsecondary education. There follows an analysis of how these programs affect Hispanic students, Hispanic-serving institutions, and Hispanic faculty. The report concludes that data, that specifically details who is participating in higher education programs linked to affirmative action, are scarce. Thus it is difficult to specify how much federal funding actually goes to Hispanic students, faculty, and institutions through affirmative action efforts in higher education. (JB)

ED 388 191 HE 028 734

Seymour, Daniel
Total Quality Management in Higher Education: Clearing the Hurdles. A Survey on Strategies for Implementing Quality Management Practices in Higher Education. A GOAL/QPC Application Report.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Attitude Change; Change Agents; *Change Strategies; *College Administration; Educational Change; Higher Education; *Program Implementation; *Resistance to Change; Surveys; *Total Quality Management

Based on a survey of Quality Management (QM) practitioners at 21 colleges, this study presents the 10 most difficult implementation hurdles to QM in higher education and a set of hurdle-clearing strategies. The hurdles are: (1) lack of time to implement QM; (2) perception that QM is something for janitorial and housing staffs but not applicable to professors; (3) perception of QM as another fad that will pass; (4) keeping institutional leadership repeatedly and consistently focused on quality issues; (5) the language of QM, such as the terms "customer" and "total" suggest to many that total quality management belongs to business not to academe; (6) unclear rewards of QM implementation which then fail to generate real commitment; (7) the length of time before seeing real results or real change; (8) for many, a small but vocal number of people may resist and speak out against QM; (9) difficulty in finding the right level of visibility for QM; and (10) reluctance of supervisors and administrators to let go of decision-making power. Two strategies were perceived to be most effective: a training strategy and a political strategy. Other general conclusions were that commitment does not constitute a strategy for implementation, that successful strategies are culture dependent, and that quality managment activities are not quality managment results. An appendix provides methodology details. (JB)

ED 388 192 HE 028 735

The Federal Student Financial Aid Handbook, 1995-96.
PUB DATE- 95
NOTE- 940p.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

and training, and which requires the creation of new institutional models. In the 21st century, work and learning will be inseparable. Learners will interact with their desk-top or portable workstations, determined by the nature of the learning task, and their preferred style of learning. Learners will need to access, combine, create, and transmit audio, video, text, and data as necessary. The workstation of the future will be a multipurpose machine, probably in modular form, including input and display devices, telecommunications, computing, and television. Key features will be the user interface, the tools available to the learner within the workspace, and a range of remote services that can be accessed via the workstation. The creation of new organizational structures will be critical for institutions to provide the administrative and educational support for lifelong learners. The heart of these support services is the internal multimedia network infrastructure that allows the institution to access, create, and deliver educational multimedia services in a variety of formats and modes. While schools, colleges, and universities will still have reason to provide campus-based learning, a great deal of learning will take place outside this context. Multimedia telecommunications allow learner-expert interaction, can be tailored to the individual, and encourage collaborative approaches to learning. As people learn through multimedia telecommunications, they will use the same tools and develop the same skills that will be an essential part of their work and leisure activities. (MAS)

ED 388 212 IR 017 361

Booth, Kellogg S.
Is There Computer Graphics after Multimedia?
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Computer Networks; Foreign Countries; *Futures (of Society); *Multimedia Materials; *Research and Development; Screen Design (Computers); *Technological Advancement

Computer graphics has been driven by the desire to generate real-time imagery subject to constraints imposed by the human visual system. The future of computer graphics, when off-the-shelf systems have full multimedia capability and when standard computing engines render imagery faster than real-time, remains to be seen. A dedicated pipeline for graphics will be redundant for all but the most demanding applications; imagery available today only on expensive systems will be supported by standard components. Deficiencies in spatial resolution for current head-mounted displays are one obstacle. However, with predictions of 4K X 4K and even 8K X 8K, it seems that most applications will not be limited by the spatial resolution of the screen once another one or two factors of two are achieved in the number of pixels per inch on a screen. With respect to chromatic resolution (number of bits per pixel used to represent color), research is within one or two factors of two from the ultimate chromatic resolution imagined as being necessary for the human visual system. Temporal resolution comes in two forms: refresh rate and update rate. The future of refresh rate is likely to subset introduces new programming language constructs while retaining all the constructs of the preceding subsets. One of the most developed applications of the incremental approach is the PMS (Pascal Made Simple) system. The idea of the mini-language approach is to design a small and simple language to support the first steps in learning programming. A student learns what programming is by studying how to control an actor, which can be a turtle, robot, or any other active entity, acting in a microworld. Karel Genie is an example of a novice programming environment. The idea of the sub-language approach is to design a special starting subset of the full language containing several easily visualizable operations. This subset can support the first steps of learning programming and helps later in introducing more complex programming concepts. An example is Ku-Mir, a text editor with a zero-response-time incremental compiler system distributed widely in Soviet schools and universities. Analysis of the similarities of the environments provides some ideas about how to teach programming to novices and how a novice programming environment should be constructed. These lessons learned are examined in detail. (Contains 23 references.) (MAS)

ED 388 229 IR 017 378

Carlson, P.; Crevoisier, M.
R-WISE: A Computerized Environment for Tutoring Critical Literacy.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Concept Formation; Functional Literacy; Grade 9; High Schools; *Intelligent Tutoring Systems; Pilot Projects; Pretests Posttests; Public Schools; *Writing (Composition)
IDENTIFIERS- Air Force

This paper describes a computerized environment for teaching the conceptual patterns of critical literacy. While the full implementation of the software covers both reading and writing, this paper covers only the writing aspects of R-WISE (Reading and Writing in a Supportive Environment). R-WISE consists of a suite of computerized "tools" to aid ninth-graders in learning the art of prose composition. The project is part of a 7-year Air Force effort--the Fundamental Skills Training project--to transition advanced computer-aided instruction to the public school sector. This paper gives an overview of the approach the tutor uses, its underpinnings in cognitive and textual theories, and the results of a pilot study. The three components of R-WISE mirror the widely accepted model for the composing process: Cubing (prewriting), Idea Board (Drafting), and Revision. Part of the instructional guidance comes from adaptive tutoring using traditional artificial intelligence (AI) formalisms, and part of the teaching comes from the powers of reification (or representing complex processes as manipulable objects on the computer screen). The tutoring environment includes: setting goals; visual algorithms; diagnosis and repair; adaptive advice; and just in time tutoring. Approximately 650 ninth-graders in a San Antonio, Texas high school were field tested during the academic year 1992-93. The difference in means on pre- and post-tests,

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Feedback; *Russian; *Second Language Learning; *Verbs; *Videotape Recordings; Visual Aids
IDENTIFIERS- Digitizing

A HyperCard stack using digitized video to provide students of Russian with meaningful exercise in the use of verbal aspect and verbs of motion and position is described. Several problems presented by the Russian verb are defined. Examples of traditional textbook exercises are presented--translations, fill-ins, and picture-based approaches, and are shown to provide inadequate practice in the use of these verbs. A new alternative is suggested: video without an audio track gives students pedagogically sound practice by allowing them to independently generate full sentences to describe what is happening in a scene, while making only minimal reference to their native language. Parsing options, or codes which provide some information to the program about the correct answer, include: identifying the category (noun, verb, adjective, etc.) of each word in the sentence; indication of the cases (nominative, accusative, dative, etc.) of individual nouns and the tenses and aspects of the verbs; and dividing each word into stem and ending. The variety and flexibility of feedback available to students, both error-correction and grammatical, and the scoring capability of "Silent Movies" are also discussed. (Author/MAS)

ED 388 248 IR 017 397

Gouzouasis, Peter
Video Conferencing with Preschool Children: Mass Communications Media in Music Instruction.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Foreign Countries; Mass Media; *Music Education; *Preschool Education; Teaching Methods
IDENTIFIERS- Australia; Canada; Video Technology; *Video Teleconferencing

An experiment is described that involved video conferencing technology with preschool children in a music instruction context. Video conferencing is a powerful communications medium, and may be used in creative interactive contexts. The subjects were children, ages 3 through 5, participating in video conferences from Australia and Canada, eight at each conference site. A detailed discussion of rehearsal procedures, technical broadcast information, instruction techniques, evaluation of instructional efficacy with objective tools, and interpretations of the data are provided. Whereas children's television programming, especially in a music context, is essentially non-interactive, video conferencing provides educators a viable, interactive audio-video medium to deliver instruction in a variety of subject areas. (Author)

ED 388 249 IR 017 398

user's exploration of knowledge and learning. The educational system described in this paper integrates hypermedia with knowledge-based technologies. A hypermedia component in the system allows students to browse through information stored in a domain knowledge base dealing with urban planning and land use. The system is coupled with an intelligent tutoring component that allows students to attempt exercises. User "views" of the hypermedia network are dynamically generated, based on the system's analysis of student problems, misconceptions and learning needs. A representational scheme is described that integrates the components of the system into a coherent object-oriented framework. It is argued that a combination of knowledge-based techniques and hypermedia technology will be important in the development of systems that are flexible and adaptable enough to allow for the full potential of hypermedia in education. (Contains eight references.) (Author/AEF)

ED 388 267 IR 017 416

Lennon, J.; Maurer, H.
MUSLI: A MUlti-Sensory Language Interface.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Graphics; Computer System Design; Foreign Countries; *Hypermedia; Information Networks; *Information Retrieval; Information Seeking; Multimedia Materials; Research Needs; *Symbolic Language; User Needs (Information)

While the expansion of worldwide hypermedia systems has opened new gateways in the information industry, the result has been material being archived faster than it can be read. Users need to be able to scan information quickly and have more control in information seeking and retrieval. A new area of research is in the development of multimedia tools that answer these needs. One of the aims in the development of MUSLI (MULti Sensory Language Interface) is to integrate dynamic abstract symbolism into hypermedia technology (linked multimedia documents embedded in a network), allowing for more efficient information retrieval and communication. In a MUSLI movie, users can stop and display additional information as they need and skim condensed versions of a document, searching for relevant sections before breaking down the symbols to display pertinent information. MUSLI documents incorporate material processes ("doing"), mental processes ("sensing"), and relational processes ("being"); these processes are brought together with dynamic symbols. The proposed system will be flexible enough to blend traditional forms of documentation into modern multimedia information retrieval systems while gradually becoming enriched with its own symbolic language. (Contains 22 references.) (AEF)

ED 388 268 IR 017 417

Looi, Chee-Kit; And Others
Study of Button Theory in Structuring Human-Computer Interaction in a Multimedia System.

*Models; Multimedia Materials; Open Education; Teleconferencing
IDENTIFIERS- *Computer Architecture

Information technology tools associated with various educational activities often rely on different models of the needed information, support different cooperative styles, and are based on different media and technologies. The architecture of an open software platform which supports educational activities is presented in this paper. The architecture, which is based on a unifying data model, offers a set of services to control cooperative activities based on either synchronous or asynchronous interaction styles. The software platform built on the proposed architecture can be used for integrating both specialized tools supporting specific educational activities and general purpose tools. The paper introduces the general data model, compares the cost-effective use of communication media with different cooperative styles, and exemplifies the proposed approach with two case studies: an electronic mail-based system for distance tutoring (TEMPO), and a software environment for real-time multimedia conferencing (ImagineDesk). (Contains 23 references.) (AEF)

ED 388 285 IR 017 434

Pulz, Michael; Lusti, Markus
Case-Exercises, Diagnosis, and Explanations in a Knowledge Based Tutoring System for Project Planning.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Case Studies; Computer Assisted Instruction; Educational Technology; Evaluation Methods; Foreign Countries; *Intelligent Tutoring Systems; Knowledge Representation; Learning Activities; *Problem Solving

PROJECTTUTOR is an intelligent tutoring system that enhances conventional classroom instruction by teaching problem solving in project planning. The domain knowledge covered by the expert module is divided into three functions. Structural analysis, identifies the activities that make up the project, time analysis, computes the earliest and latest start and finish times of each activity, as well slack times and critical paths, and cost analysis computes the minimum project time and the project costs by crashing all the activities. PROJECTTUTOR consists of two subsystems: the authoring component and the tutoring component. The authoring component, which offers natural language text and graphical network representations, is used by the teacher to specify case problems; a case problem consists of a text describing the problem and a framework describing the structure of the problem. The student uses the tutoring component to work on the case exercise. At any time, the student can ask the system to diagnose work, give hints for further solution steps, check whether a solution is correct, explain errors, or produce a (sub-)solution. A qualitative evaluation was carried out, showing that the students appreciated the advantages of the system compared to paper-and-pencil exercises. (Contains 11 references.) (AEF)

Foreign Countries; Instructional Effectiveness; *Learner Controlled Instruction; *Problem Solving; *Programming; Programming Languages; Skill Development

Novices in programming face many problems affecting their learning process and programming success. Learning to program includes using the programming environment, learning a programming language's syntax and semantics, understanding a problem and translating it into an executable plan, developing algorithms and programs, and testing and debugging programs. The knowledge-based programming environment ELM-PE is designed to support novices learning the programming language LISP. It has several features that are especially useful in problem solving in a new complex domain. These features are designed to avoid unnecessary mistakes, give immediate feedback, reduce memory load, support learner activity, and support example-based learning. Students can work on exercises with and without help from the system, to choose exercises on their own, to plan, program and debug function definitions, and to ask the system for help. The system remains passive as long as possible and offers advanced help only on demand. In an evaluation study, ELM-PE proved to be effective in facilitating learning. It was found that students who used the helping facilities often during the first lessons of programming performed well in a final exam; the more support available during the learning phase, the better students managed to solve the final programming problems when they were unable to use the advanced help system. (Contains 15 references.) (AEF)

ED 388 303 IR 017 452

Wilson, Jack M.; Mosher, David N.
Interactive Multimedia Distance Learning (IMDL): The Prototype of the Virtual Classroom.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; *Distance Education; Higher Education; *Interactive Video; Learner Controlled Instruction; *Multimedia Instruction; Research and Development; *Teleconferencing
IDENTIFIERS- American Telephone and Telegraph Company; *Prototypes; Rensselaer Polytechnic Institute NY; *Virtual Classrooms

The Interactive Multimedia Distance Learning (IMDL) project evolved from discussions between Rensselaer Polytechnic Institute (RPI) (New York) and AT&T about how to use the strengths of AT&T's Bell Laboratories and RPI's Anderson Center for Innovation in Undergraduate Education (CIUE) to collaborate on a project in the domain of computers and communications. The project involved redesigning a course from AT&T's University of Sales Excellence (USE). The "Virtual Classroom" prototyped by RPI and AT&T is a student-centered model that combines video teleconferencing with real time, synchronous data communications for sharing of computer generated examples, and data. The level of interaction is high; the environment brings instructors and students from remote sites together in a desktop computer environment. Teachers may write comments on

Text Databases; Guides; Higher Education; *Library Collection Development; Library Material Selection; Library Networks; *Library Services; Pamphlets; *Research Libraries; *Scholarly Journals; Surveys; *Trend Analysis

IDENTIFIERS- *Electronic Journals; Internet

The possibility of producing journal articles in electronic form is creating a revolution in scholarly communication. A number of research libraries are investigating or offering local and remote access to electronic journals. Because Internet access to a journal may not be available at the time of need, a prime collection development issue is the identification of titles that warrant local acquisition and archival retention. As the number of journals increases, copyright and licensing agreements may limit the open access now possible. Systems designed for storage and patron access to local and remote storage are among the challenges related to access and cost that research libraries will have to face. A survey was sent to 119 members of the Association of Research Libraries (ARL) to explore their policies and procedures with respect to electronic journals. Along with survey responses, the ARL received task force reports related to electronic journals from: (1) the University of Alberta (Canada); (2) the University of California-Berkeley; (3) Cornell University (New York); (4) the University of Nebraska-Lincoln; (5) the University of Tenenssee-Knoxville; (6) Northwestern University (Illinois); and (7) Virginia Polytechnic Institute and State University. A list of 78 selected readings is included. (SLD)

ED 388 322 JC 950 505

Summer 1993 Survey of Students.

PUB DATE- 1 Aug 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Environment; Educational Facilities; Multicampus Colleges; *Participant Satisfaction; School Surveys; *Student Attitudes; *Student Educational Objectives; Student Motivation; *Student Needs; *Student Personnel Services; *Summer Programs; Two Year Colleges

IDENTIFIERS- Kent State University OH Trumbull Campus

To gather information on the experiences and expectations of students enrolled in summer courses, the Trumbull Campus of Kent State University, in Ohio, conducted a survey of 580 students enrolled during summer 1993. The survey gathered data on students' academic rank and major, reasons for taking summer classes, and satisfaction with campus services. Study findings, based on completed surveys received from 207 students, included the following: (1) 38% of the students were freshmen, 31% were sophomores, and 23% were upper division students; (2) the most frequent major among the summer students was nursing; (3) the most frequently indicated reason for taking summer course work was to make progress toward a degree program, cited by 122 students; (4) only 85 of the students indicated that they had seen an academic advisor prior to registering; (5) students indicated some dissatisfaction with the courses available in the summer, with suggestions including more variety of class times, additional instructors, more night classes, and additional classes that would give students a head start on the fall quarter; (6) while campus services received excellent to good ratings overall, some students cited the need to adequately train summer staff, provide child care services, establish a payment plan for summer students, and establish an data on CTC's existing computer systems, users were demanding more access to data and more integration of financial and registration systems, and the college's management information system (MIS) department began to be viewed as a barrier to progress rather than a source for solutions. To address these challenges, a team approach was undertaken with the establishment of a task force including representatives from all departments, areas, and levels of the college. The project was organized in three levels: a top-level Executive Systems Review Board for setting overall policy and making decisions on software and hardware, a second-tier implementation committee, and third-level sub-committees on data management and security, training, equipment conversion, and ancillary applications. As a result of the project, overall computer literacy at CTC has been greatly improved, the automated systems have been fully integrated, a network has been installed to provide all employees with access to data, communication among employees has been improved with the use of electronic mail, and the improvements have provided options for future development. (TGI)

ED 388 340 JC 950 523

Glenn, Terrence J.; Rahmes, Catherine M.
Using a Focused Visit to Its Best Advantage.
PUB DATE- 25 Mar 95
NOTE- 8p.; Paper presented at a preconference workshop of the Annual Meeting of the North Central Association (100th, Chicago, IL, March 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Administrative Change; *Administrative Organization; *College Outcomes Assessment; College Planning; Community Colleges; *Organizational Change; *Organizational Development; Organizational Effectiveness; *School Restructuring; School Visitation; Technical Institutes; Two Year Colleges
IDENTIFIERS- Cincinnati Technical College OH

In summer 1994, the North Central Association of Colleges and Schools (NCA) conducted a focused evaluation visit of Cincinnati Technical College (CTC) in Ohio to evaluate the degree of success of CTC's administrative structure and governance model, review the college's assessment plan, and review CTC's request for institutional change in status from a technical college to a comprehensive community college. The focused evaluation report required by the NCA was prepared with the participation of the college's Long-Range Planning Committee and broad involvement of the college community. The report described progress related to three concerns raised by a previous accreditation team: (1) the effectiveness of the administrative structure and governance model, citing evidence of improved methods for reviewing program curricula, setting annual budgets, and facilities planning; (2) the lack of coordination of general institutional planning, describing the establishment of the Long Range Planning Committee to coordinate planning; and (3) the inadequacy of facility allocations for student services, pointing to new equipment, an integrated computer system, and a 60% increase in space. With respect to the change from a technical to a community college and corresponding addition of two associate degree programs, the state Board of Trustees had conducted a 2-year review which resulted in favor of the conversion. The focus visit lasted 2

*Telecourses; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

From 1980 to 1990, the number of native Spanish speakers in the service region of Virginia's Germanna Community College (GCC) increased significantly. In response, GCC implemented a Spanish language occupational/technical curricula for law enforcement personnel and health professionals. Classes focused on the development of highly effective listening skills, with secondary importance placed on speaking skills. In addition, flexible course schedules were implemented to accommodate the medical and law enforcement rotating shift schedules. To target listening as the primary skill, a video-based instructional program with written materials was implemented and presented in a distance learning telecourse format to permit flexibility. In the program's first semester, 45 students enrolled, with 20% of these completing the 2-semester program. For 7 students who finished the sequence and took a voluntary placement test, 86% performed at the same level as peers in traditional classroom-based courses. GCC is planning an English language telecourse on Latin American Studies with an emphasis on Latino social, political, religious, economic, and cultural problems in the late 20th century. The courses also meet new state requirements that all technical degree programs include a humanities requirement. (TGI)

ED 388 357   JC 950 542

Oromaner, Mark
A Research Note on a Deviant Case: The Majority Enrollment of Full-Time Students at HCCC. Data Report No. 95.03.
PUB DATE- Nov 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; College Attendance; Community Colleges; Comparative Analysis; English (Second Language); *Enrollment Influences; *Enrollment Trends; Foundation Programs; *Full Time Students; *Hispanic Americans; Part Time Students; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Hudson County Community College NJ

Since the fall of 1979, over 50% of the student population at Hudson County Community College (HCCC), in New Jersey, has attended on a full-time basis, with 62% of fall 1994 students attending full-time. This characteristic makes HCCC a deviant case among community colleges where the nationwide average of full-time enrollment status is only 36%. A comparison of characteristics for HCCC's part- and full-time students for fall 1994 indicated that there were no significant differences in gender, that Hispanic students were more likely than white students to enroll full-time, and that as student age increased the percentage of full-time students decreased. The fact that 70% of the Hispanic students were attending full-time suggests that enrollment in English as a Second Language (ESL) and bilingual courses may play a role in the college's high full-time percentages. Hispanic students accounted for 47% of HCCC's total fall 1994 enrollment and represented 80% of students enrolled in ESL/bilingual courses. An analysis of fall 1994 matriculated students in three groups (i.e., ESL, basic skills, and fully program-ready) indicated that 56% of the program-ready students were enrolled full-time, while 78% of the basic skills and 89% of the ESL students were. Large full-time enrollments in these two groups may also account for the full-

Educational Administration; Educational Finance; *Governing Boards; Government School Relationship; Institutional Mission; State Boards of Education; *Trustees; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This manual provides information on trustees' roles, responsibilities, and relationships with other agencies in the state. Following a foreword and introduction, a historical overview is provided of the North Carolina Community College System, including a description of the system's guiding philosophy of total education, mission statement, objectives, and open door policy. A list is also presented of 14 significant studies that have been conducted on the North Carolina Community College System. Next, 12 elements of trustees' responsibilities are described as establish the mission and goals of the institution, appoint, evaluate, and terminate the president, ensure that the institution is well-managed, approve budgets, raise money, obtain adequate physical facilities, establish educational programs, approve long-range plans, public relations, buffer from external pressures, serve as a court of appeal for system policy, and be informed about system operations. The trustee's working relationships are then reviewed with respect to the Chairman of the Board of Trustees, college presidents, administrative staff, faculty, students, state board members, system president and community college system state-level administration, and the State Attorney General's Office. Next, a job description is provided for the President of the Board of Trustees and procedures for the search and evaluation of the President are detailed. Finally, discussions are provided of financing the community college system and methods for working with and addressing legislators. Appendixes provide a code of ethics, a discussion of the legal responsibility of the local board, a sample trustee audit form, a glossary of terms and acronyms, a recommended reading list of 29 monographs and 8 journals, and a list of presidents of the North Carolina Association of Community College Trustees from 1967 to the present. Contains 11 references. (TGI)

ED 388 375   JC 950 563

Jones, Dennis
Connecticut Community-Technical Colleges Student Enrollment Statistics, 1994-95.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; *Community Colleges; Educational Certificates; *Enrollment; *Enrollment Trends; Ethnic Groups; Full Time Equivalency; Full Time Students; Majors (Students); Minority Groups; Part Time Students; School Demography; School Statistics; State Surveys; *Student Characteristics; *Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Community Technical Colleges of Connecticut

Data on student enrollments in the 12 regional community-technical colleges in Connecticut are provided for fall 1994-95. Following an executive summary, student data by institution are presented showing full-time equivalent (FTE) enrollments by fund category, full-/part-time status, age distributions, gender, ethnicity, and program enrollments. Additional information is provided on the number of associate degrees and certificates awarded in 1994-95. Highlighted findings include the following: (1) in fall 1994, the community- technical to the study of gender, talk, and inequality; (3) "Entering the World of Middle School," the context of the study; (4) "Segregating the Unpopular from the Popular," the school's status relations; (5) "Tough Guys, Wimps, and Weenies," the socialization of the males in the study; (6) "Crude Comments and Sexual Scripts"; (7) "Learning To Smile through the Pain"; (8) "We May Be Friends with Them, But We're Not Sluts," a discussion of girls' coping mechanisms; (9) "Gender, Talk, and Inequality"; and (10) "Where Do We Go from Here?" Major findings suggest that boys' aggressiveness and insensitivity toward girls is directly related to male socialization, which inculcates a general focus on competitive success in life. (JW)

ED 388 394 PS 023 657

Katz, Lilian G.
Multiple Perspectives on Starting Right.
PUB DATE- 26 Sep 95
NOTE- 45p.; Paper presented at the Start Right Conference of the Royal Society for the Arts, Manufactures, and Commerce (London, England, United Kingdom, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; *Early Childhood Education; *Educational Attitudes; Educational Improvement; Educational Policy; *Educational Quality; Educational Research; *Global Approach; Mixed Age Grouping; Parent Role; Parent School Relationship; Program Evaluation; Student Attitudes; Teacher Education

This paper addresses multiple perspectives on the quality of early childhood care and education, including lessons learned from programs in various countries, the implications of these perspectives, and recommendations for the improvement of early childhood provision. It also examines the ideas expressed in the 1994 "Start Right" report on early childhood provision issued by the Royal Society for the Arts, Manufactures, and Commerce in London, England. The paper reviews five perspectives on quality: (1) top-down, which focuses on caregiver-child ratios, staff qualifications, and physical environment; (2) bottom-up, which considers the views of the children in the program; (3) inside, or staff views; (4) outside-in, which focuses on parent attitudes; and (5) outside, or the community and society at-large. The paper recommends the strengthening of early childhood teacher education programs, the use of mixed-age grouping in early childhood programs, and the use of parent cooperative models of early childhood provision, by which all parents would have direct involvement in their young children's care and education. (Contains 33 references.) (MDM)

ED 388 395 PS 023 659

Rihani, May; Prather, Cynthia J.
Strategies for Female Education in the Middle East and North Africa. Learning for the 21st Century.
SPONS. AGENCY- United Nations Children's Fund, Amman (Jordan). Middle East and North Africa Regional Office.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

grades, this booklet notes the necessity of play for children's physical, social, and cognitive development, and the increasingly limited opportunities available to children for outdoor play. The booklet makes the case to teachers, administrators, and park and recreation planners to improve outdoor recreation and "kidspace" with children in mind. Chapters in the booklet are: (1) "Vanishing Habitats and Access"; (2) "Considerations in Designing Play Areas"; (3) "Great School Grounds"; (4) "Safety Outdoors"; (5) "Peaceful Playgrounds"; (6) "Broader Community Efforts"; and (7) "Restoring the Birthright." Five appendices include a list of useful books, information sources and checklists on playground safety, guidelines for playground accessibility, IPA (International Association for Child's Right to Play) and the Declaration of the Child's Right to Play, and organization resources on the environment. Contains over 100 references. (HTH)

ED 388 415 PS 023 698

Hughes, Renee M.
The Inclusion of Fantasy Play through the Use of Barbie Dolls in a Developmentally Appropriate Learning Environment for Preschool Three and Four Year Olds.
PUB DATE- 95
NOTE- 81p.; M.S. Practicum Report, Nova University. Appendixes contain very small filled print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Design; *Fantasy; Preschool Children; *Preschool Curriculum; Preschool Education; *Pretend Play; Program Descriptions; Sex Bias; *Teacher Attitudes; *Toys
IDENTIFIERS- *Developmentally Appropriate Programs; *Dolls

This practicum paper describes a fantasy play program designed for 3- and 4-year-old preschoolers with Barbie dolls that could be used as a tool in regularly scheduled center play activity. Because of strong biases held by teachers against commercial toys, children were not afforded the ability to experiment with these tools, or discover the role of fantasy play in the preschool classroom. The program presented teachers with an active design and implementation role to eliminate the bias against the Barbie doll. The strategy began with an in-service training for teachers. The dolls were introduced to the children during an "Around the World" focus, and placed in the classroom for the preschoolers to discover at their own pace. The results showed that the responses of faculty, children, and parents were favorable, and the strategy opened up a new way for children to play and for teachers to facilitate a preschool classroom. Teachers supported the importance of fantasy play and the use of Barbie dolls as fantasy figures. Five appendices are included containing samples and results of faculty, parent, and preschool classroom surveys, curriculum checklists, and the "Around the World" curriculum. Contains 25 references. (AP)

ED 388 416 PS 023 699

Moss, Peter
Defining Objectives in Early Childhood Services.
PUB DATE- 9 Sep 95
NOTE- 17p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).

"Technological Change, Sexuality, and Family Futures Planning" (Robert Francoeur); (8) "Theoretical Issues in Researching Problem Solving in Families" (Irv Tallman); (9) "Problem-Solving and Decision-Making as Central Processes of Family Life: An Ecological Framework for Family Relations and Family Resource Management (Kathryn Rettig); (10) "Rethinking Family Decision Making: A Family Decision Making Model under Constraints on Time and Information" (Roma Hanks); (11) "Adolescents' Contributions to Family Decision Making" (Mary Lou Liprie); "Family Futures: Possibilities, Preferences and Probabilities" (M. Janice Hogan); (12) "The Family Peace Connection: Implications for Constructing the Reality of the Future" (Charles Lee Cole and Martha Rueter); (13) "The Heart of the Story: Mythology in Service of the Past, Contemporary, and Future Family" (Kris Jeter); and (14) "Families in Time to Come: Taking a Position on Trends and Issues" (Marvin Sussman). The chapters contain references. (HTH)

ED 388 435 PS 023 754

Johnson, Joyce, Comp.
Preliminary Youth Risk Behavior Survey Results--1993.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Exercise; High Schools; *High School Students; Nutrition; *Risk; *Safety; Sex Education; *Sexuality; State Surveys; *Substance Abuse; Suicide; Tobacco; Violence
IDENTIFIERS- Child Safety; New Hampshire; *Risk Taking Behavior

This paper provides the results of a 1993 survey of 2,684 New Hampshire high school students in regard to risk taking, personal violence, suicide, tobacco use, alcohol abuse, drug abuse, acquired immune deficiency syndrome (AIDS) education, sexual activity, nutrition, and exercise. It found that in the preceding 30 days, 10.8 percent of students had driven a car while they had been drinking alcohol; 5.8 percent had carried a gun on one or more of the preceding 30 days; 26.1 percent had seriously considered attempting suicide in the preceding 12 months; 10.1 percent of the students had actually attempted suicide in the preceding 12 months; 31.4 percent of the students smoked cigarettes regularly; 20.9 percent of the students had used marijuana one or more times during the preceding 30 days; 7.7 percent of the students engaged in sexual intercourse for the first time prior to age 13; 64.5 percent of the female students were trying to lose weight, as opposed to 21.9 percent of the male students; and 65 percent of the students had participated in exercise or sports for 3 or more of the preceding 7 days. Other results are also presented. (MDM)

ED 388 436 PS 023 755

Paulu, Nancy; Perkinson, Kathryn, Ed.
Helping Your Child with Homework: For Parents of Elementary and Junior High School-Aged Children.
PUB DATE- Sep 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

results, it was determined that student science attitudes were not positive; that students seldom had opportunities to explore, discover, and solve problems; and that the students' curiosity was inhibited by preconceived ideas about insects and rodents. Lack of parent participation and teachers' insecurity with teaching science concepts added to the problem. The solution strategy included developing science concepts as an integral part of each classroom learning center, using a multidisciplinary approach; planning extensive field trips; producing three plays; encouraging parent involvement; and organizing a science fair as part of a city-wide conference for parents, teachers, and the community. Evaluation results indicated that students can and do show an enthusiasm for science activities, that hands-on experiences do increase science vocabulary, that students willingly contribute to science activities, and that they can explain their science activities to others. Much of the success of the practicum was attributed to the outdoor experiences that students had at the park and on field trips to farms, nature centers, and museums. (Four appendices contain checklists for science attitudes, science vocabulary, contribution to the science center, and for explaining science activities. Contains 35 references.) (HTH)

ED 388 454 PS 023 834

Gullatt, David E.
Effective Leadership in the Middle School Classroom.
PUB DATE- Nov 95
NOTE- 19p.; Paper presented at the Annual Conference of the National Middle School Association (22nd, New Orleans, LA, November 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Environment; Elementary School Teachers; *Instructional Leadership; Intermediate Grades; Junior High Schools; *Leadership Qualities; *Middle Schools; Secondary School Teachers; Student Characteristics; *Student Leadership; Teacher Role; Team Teaching
IDENTIFIERS- Leadership Effectiveness; *Middle School Students

This study identified teacher leadership traits and investigated why those leadership traits are important for educators and students at the middle school level. Characteristics of the middle school and the middle school student were explored as well as opportunities for development and enhancement of teacher leadership skills by middle school teachers and administrators. The study found that many opportunities exist for middle school teachers and students to accept leadership roles. Due to changing patterns of development exhibited by the middle school student, teachers may exercise leadership in curriculum patterns to accommodate the adolescent's learning patterns. Areas of leadership could include the budget, interdisciplinary themes, class schedules, field experiences, and service or extra-curricular opportunities. To exercise effective leadership skills a middle school teacher should: work effectively as a member of an instructional team; design and implement interdisciplinary programs of study; understand and utilize sound principles of guidance; use a variety of teaching styles and instructional techniques; and foster leadership potentiality of adolescents. In return, adolescents exhibiting gained leadership skills will be better socially equipped to make intelligent decisions about themselves and function better in groups. They will also be able to exhibit a

This project increases opportunities for beginning farmers to learn about and implement sustainable farming methods through mutual-help discussion groups and continuing education opportunities. Local groups established in six areas in northeast Nebraska in 1991 constitute the Beginning Farmer Support Network (BFSN). At workshops held throughout the year, the groups discussed goal setting, financial planning, alternative crops, farming practices, enterprise options, and grazing practices. Twelve beginning farm families that attended the BFSN workshops were selected for whole-farm case study analysis of their farm entry strategies. They kept records on machinery, inventories, energy use, fertilizer and pesticide purchases and use, assets and liabilities, and farm and nonfarm income and expenses. The following recommendations developed by the project include: mechanisms to hasten loan approval, to supplement beginning farmers' cash down-payments, and trade up-front acquisition costs for longer-term financing would help beginners; programs and policies that foster businesses and job creation in small towns are essential, since beginning farmers rely on off-farm employment to supplement their incomes; access to professional, educational, and extension services at nonstandard times and ways is needed; and information is needed that is geared toward basic facts, lowest-cost and least-input methods, and diversified integrated farms. Appended are farm family summaries. (TD)

ED 388 473 RC 020 298

Monroe, Mark; Reyer, Carolyn, Ed.
An Indian in White America.
PUB DATE- 94
NOTE- 241p.; Afterword by Kenneth Lincoln.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; *Alcoholism; American Indian Culture; American Indian Education; American Indian Reservations; *Autobiographies; Civil Rights; Community Action; Community Organizations; *Cultural Differences; Elementary Secondary Education; Intervention; *Oglala Sioux (Tribe); Personal Narratives; Poverty; Racial Differences; *Racial Discrimination
IDENTIFIERS- American Indian Council

In his autobiography, Mark Monroe relates his life experiences as a Lakota Sioux Indian in White America. The book begins with Monroe reminiscing about his happy childhood on the Rosebud Reservation in South Dakota. In 1941 his family moved to Alliance, Nebraska, and his father Dakota. In 1941 his family moved to Alliance, Nebraska, and his father got a job picking potatoes on a farm. It was here that Monroe felt the first sting of White America's racism from signs outside local businesses that read "No Indians or dogs allowed." For many years, his family lived in poverty. When he became of age, Monroe enlisted in the military, and for the first time in his life he experienced acceptance and respect. Upon his return to the United States, he worked as a baker. During this same time, Monroe fell into a life of alcoholism, begun years earlier with social drinking. Eventually, he became physically ill and was unable to keep his job. Following rehabilitation, he ran for Police Magistrate and was the first Indian to have filed for public office in Alliance. Though he lost the election, he gained community support and a growing sense of dignity from the campaign. From his own experience, Monroe became aware of the cultural differences between Indian alcoholism and White

Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; Family Programs; *Intercultural Communication; Intergenerational Programs; *Mexican American Education; Mexican Americans; *Outreach Programs; Parent Education; *Parent Participation; *Parent School Relationship; Partnerships in Education
IDENTIFIERS- Barriers to Participation; ERIC Digests; *Hispanic American Students; Parent Empowerment

This digest examines barriers to parent participation in the education of Mexican American students, and successful programs and strategies for overcoming those barriers. Research has found family participation in education to be twice as predictive of academic achievement as family socioeconomic status. Mexican American parents care about their children's education but may not be involved in it because they believe the roles of home and school are sharply delineated and they respect the teacher's role. Other barriers to parent participation include a negative view of the school system, past negative experiences with education, and language barriers. Schools can open the doors to more parental involvement through culturally sensitive outreach efforts such as bilingual communication between school and home, home visits, informal parent-organized meetings at a neutral community site, and, in general, a personal approach. Examples of successful family programs and activities include an intergenerational literacy program, informal education on family functioning and child development, after-school and summer classes, parenting training, advocacy training, mother-daughter career programs, and empowerment programs. Partnerships between families and schools involve continuous two-way communication and shared responsibility for educational outcomes. The attitudes and practices of teachers and principals made a difference in the amount of parental involvement and in the achievement of students. Training can help faculty and family members take on the new roles needed for effective partnerships. (SV)

ED 388 490 RC 020 349

Ortiz, Flora Ida
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; Employed Women; *Employment; *Females; Higher Education; *Mexican American Education; *Mexican Americans; Mothers; Role Conflict; *Sex Role; Socioeconomic Status; Womens Education
IDENTIFIERS- Chicanas; ERIC Digests

This digest examines the interdependence of schooling, work, and family in the lives of Mexican American women. Mexican Americans have lower educational achievement than other Hispanic subgroups and the total U.S. population, although females do somewhat better than males. Hispanic students are overrepresented in classes for special education, English as a Second Language, and bilingual education, and underrepresented in gifted classes. However, Hispanic students' representation

Diachronic Linguistics; English; Games; Language Patterns; *Languages; *Letters (Alphabet); *Phoneme Grapheme Correspondence; *Spelling; Visual Aids; *Written Language

This issue of "Exploring," is devoted primarily to examination of alphabets and the languages they represent. Major articles include: "Shrinking the Alphabet" (Pat Murphy), a comparison of alphabet composition for different languages; "The Puzzle of Linear B" (Paul Doherty), a history of archaeologists' deciphering of an early form of written language; "Letters Take Shape" (Judith Brand), a comparison of letter forms and print through history and across cultures; "How Do You Spell That" (Richard Brooks), an exploration of spelling and linguistic consistency. Games, lists of further reading for most articles, regular features of the magazine (letters, reviews, and museum news), and a large wall poster (not included here) chronicling the evolution of the modern Roman alphabet are also included. (MSE)

ED 388 052 FL 023 295

Leighton, Mary S.; And Others
Model Strategies in Bilingual Education: Professional Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; *Educational Policy; Educational Strategies; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; *Professional Development; Program Descriptions; Program Design; Public Policy; Teacher Recruitment; Teaching Methods

This report discusses research-supported principles and practices in the professional development of bilingual education teachers and teachers of language minority students, illustrated with the experiences of a number of specific projects. An introductory section offers background and the philosophy of the study. Subsequent sections address principles of effectiveness and promising practice (an overview of projects with promising practices, new teacher recruitment and preparation, continuing professional education, and provision of a context supporting professional growth); present descriptions of 12 professional development projects; examine specific challenges in design and implementation (competing constituent goals, quality control, institutionalization of practices, and effects of projects on the minority language community); and discuss policy implications (professional standards, the role of federal support, contributions of project team stability, integration of new ideas across content, partnership of local education agencies and higher education institutions, and the importance of language resources). Contains a list of references and site contacts. (MSE)

ED 388 053 FL 023 296

Webber, Richard; Roman, Stephan
Communication as a Cross-Cutting Issue in Project Design--Language and Information Components.
PUB DATE- 95

prepare a dossier for class presentation. Parallel use of a textbook provides needed structure for the students. No direct language teaching is used, but all work and discussions are in French. Suggestions are made for preparing faculty and adjusting course content to a limited schedule. A classroom technique for teaching basic financial analysis skills is also offered. (MSE)

ED 388 072 FL 023 322

Martin, Elizabeth
Linking Multilingual Advertising to Foreign Language Teaching.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Business Administration Education; *Business Communication; *Cultural Awareness; Instructional Materials; *Intercultural Communication; International Studies; *Language Role; Second Language Instruction; *Second Languages

It is suggested that print advertising is particularly well suited to classroom second language teaching because it is attractive, entertaining, contains powerful emotional or factual messages, and is concise. Research indicates that multilingual or code-mixed advertising is common and reveals interesting linguistic phenomena, including semantic, grammatical, and syntactic ambiguity, word-border displacement, lexical innovation, idiom transformation, and phonetic repetition as well as code mixing. Advertisements also reflect cultural traits and images, including connotations associated with use of certain orthographic systems. English is the most popular language with which another language is paired, but is also considered inappropriate in some cultures. Characteristics of multilingual ad copy containing English include explicit cues to meaning or to English pronunciation. Several examples of possible use of code-mixed advertising in language teaching are offered, with illustrations from ad copy. Suggestions include vocabulary or grammar activities based on ad content, pronunciation exercises, and discussion of cultural clues and influences in format and language use. Brief guidelines for selecting and adapting advertisements for the foreign language classroom are also presented. (MSE)

ED 388 073 FL 023 323

Reel, Judee
Cross-Cultural Communication Issues in Business Textbooks: What the Texts Should, But Often Don't, Do.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Pluralism; Foreign Countries; Labor Force; Language Attitudes; *Language Maintenance; *Language Planning; Language Research; *Language Role; Linguistic Theory; *Migrant Workers; Minority Groups; Multilingualism; *Public Policy
IDENTIFIERS- Australia; Denmark; *Europe; India

A collection of essays on European language policy, each by one or both of the authors, are: "Lessons for Europe from Language Policy in Australia"; "English Only Worldwide, or Language Ecology"; "Minority Workers or Minority Human Beings? A European Dilemma"; "Educational Language Choice--Multilingual Diversity or Monolingual Reductionism?"; "Linguicide and Linguicism"; "A Historical Outline of British Policy for the Spread of English"; "Is India Throwing Away Its Language Resources?"; reviews of two publications on language policy; reviews of Normand Labrie's "La construction linguistique de la Communaute europeenne" and Christina Bratt Paulston's "Linguistic Minorities in Multilingual Settings"; and "Language Policy," a proposed 5-year policy plan for Denmark, written in Danish. Each of the papers was written as part of a project on language policy in contemporary Europe, supported by the Danish Research Council for the Humanities. Some are papers presented at conferences worldwide, and others were written for publication. (MSE)

ED 388 093 FL 023 347

Arani, Mhmoud T.
Inconsistencies in Error Production by Non-Native English Speakers and in Error Gravity Judgment by Native Speakers.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); *Error Analysis (Language); Error Correction; *Error Patterns; *Grammatical Acceptability; Higher Education; Instructional Materials; *Language Attitudes; Native Speakers; Second Language Learning

The purpose of this study was to: (1) describe differences in performance by non-native learners of English, when writing in different genres; (2) determine communicative value of grammatical errors as judged by a panel of native speakers; and (3) demonstrate inconsistencies in native speaker judgment of error gravity. Subjects were 20 English-as-a-Second-Language (ESL) college students. Data were drawn from 40 expository and creative writing assignments. Three native speakers evaluated the effects of student errors on comprehension. Results indicate that the subjects committed more errors in expository than creative writing, and that variation in essay length did not correlate with error quantity. Frequency of error type differed significantly in the two modes. Mistakes with unclear antecedents impeded comprehension most, while pronouns impeded comprehension least; ten other grammatical error categories fell in between in gravity. Although the most recurrent errors and the most serious errors did not present the same hierarchical order, they did reflect the same error categories; there was no correlation between the degree of error gravity and error frequency. The native speakers often could not reach consensus on error gravity. Implications are seen in these

IDENTIFIERS- *Schema Theory; Schematic Concept Formation

This collection of essays, most followed by comments, reflect some aspect of the general theme: reading is a multifacted, complex, interactive process that involves many subskills and many types of reader, as well as text, variables. Papers include: "The Eclectic Synergy of Methods of Reading Research" (Ulla Connor); "A View of Written Text as Communicative Interaction: Implications for Reading in a Second Language" (Patricia L. Carrell) (Comments, Sandra Silberstein); "The Effect of Context and Culture on Children's L2 Reading: A Review" (Margaret S. Steffensen) (Comments, Liz Hamp-Lyons); "Reading in a Second Culture" (Kate J. Parry) (Comments, Mary Lee Field); "General Language Competence and Adult Second Language Reading" (Joanne Devine) (Comments, David E. Eskey); "Does Syntactic Rewriting Affect English for Science and Technology Text Comprehension?" (Judith B. Strother, Jan M. Ulijn) (Comments, James Coady); "High-Level Reading in the First and in the Foreign Language: Some Comparative Process Data" (Gissi Sarig) (Comments, Fraida Dubin); "Cognitive Strategy Transfer in Second Language Reading" (Keiko Koda) (Comments, William Grabe); "The Relationship Between Nonverbal Schematic Concept Formation and Story Comprehension" (Kyle Perkins) (Comments, Andrew D. Cohen); and "ESL Reading Pedagogy: Implications of Schema-Theoretical Research" (Mark O. James) (Comments, David Eskey). (MSE)

ED 388 114 FL 023 392

Connor, Ulla, Ed.; Johns, Ann M., Ed.
Coherence in Writing: Research and Pedagogical Perspectives.
PUB DATE- 90
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Chinese; Classroom Techniques; *Coherence; Computer Assisted Instruction; Discourse Analysis; Educational Strategies; Elementary Secondary Education; Engineering Education; English; *English (Second Language); English for Academic Purposes; Ethnography; Expository Writing; Foreign Countries; Foreign Students; Higher Education; Japanese; Korean; Paragraph Composition; Pragmatics; Research Methodology; Second Language Instruction; Student Writing Models; Swedish; *Technical Writing; Textbooks; Thai; Uncommonly Taught Languages; *Writing Instruction; *Writing Processes; *Writing Research

The purpose of this book is twofold: to present important coherence models and to suggest how insights from coherence theory and research can be introduced to the classroom. The book is organized into four sections: theoretical overview, coherence models, studies of student writing, and pedagogical approaches. Articles include: "Seven Problems in the Study of Coherence and Interpretability" (Nils Erik Enkvist); "Coherence in Spoken and Written Discourse" (Liisa Lautamatti); "Pragmatic Word Order in English Composition" (Kathleen Bardovi-Harlig); "The Use of 'Organizing Sentences' in the Structure of Paragraphs in Science Textbooks" (David P. Harris); "Inductive, Deductive, Quasi-Inductive: Expository Writing in Japanese, Korean, Chinese, and Thai" (John Hinds); "Toward Understanding Coherence: A Response Proposition Taxonomy" (Peter McCagg); "Types of Coherence Breaks in Swedish Student Writing: Misleading Paragraph Division" (Eleanor Wikborg); "Building Hierarchy: Learning the Language of the Science Domain, Ages 10-13" (Suzanne Jacobs); "Pointers to Superstructure in Student

ED 388 133 HE 028 675

Exploring Our Identity: Catholic and American and Our Identity: Invitations and Reflections.
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; Awards; Catholic Educators; Catholics; *Catholic Schools; *Church Related Colleges; College Instruction; Conferences; *Educational Attitudes; *Educational Objectives; *Educational Quality; Ethics; Governance; Higher Education; Institutional Mission; Organizational Objectives; Religious Factors; Traditionalism; Values; Women Administrators
IDENTIFIERS- Canon Law; Roman Catholic Church; Theology

These two issues of "Current Issues in Catholic Higher Education" are devoted to the theme of what it means for a university or college to call itself Catholic. Many of the articles were presented at the 1994 and 1995 annual meetings of the Association of Catholic Colleges and Universities (ACCU). Articles include: (1) "A View from the Circle" (Benito M. Lopez, Jr.); (2) "The Role of Religious Academic Communities" (Douglas Laycock); (3) "The Two Pedagogies: Discipleship and Citizenship" (John A. Coleman); (4) "Keynote Address" (J. Bryan Hehir); (5) "Homily: What Is Needed Is Trust" (James W. Malone); (6) "Implementing Ex Corde Ecclesiae" (Alice Gallin); (7) "Ex Corde Ecclesiae: A Conversation with the Bishops" (John J. Leibrecht and James W. Malone); (8) "Hesburgh Award Response" (Raymond C. Baumhart); (9) "Homily" (Franklyn M. Casale); (10) "No Sleep for the Lions: Women's Leadership in Catholic Higher Education" (Patricia A. McGuire); (11) "The Analogy of the Catholic University" (Leo J. O'Donovan); (12) "Who Will Speak for the Religious Traditions?" (Robert L. Wilken); (13) "Becoming a Great Catholic University" (Craig S. Lent); and (14) "The Church's Presence in the University and in University Culture" (Pio Laghi and others). (MDM)

ED 388 134 HE 028 676

Yenkin, Amy, Ed.
Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars. 1994-95 Edition.
PUB DATE- 94
NOTE- 399p.; For the 1993 edition, see ED 357 697.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; College Students; Compliance (Legal); Federal Legislation; *Federal Regulation; Foreign Student Advisers; *Foreign Students; Higher Education; *Immigrants; *International Educational Exchange; Legal Responsibility; Records (Forms); Student Exchange Programs; Teacher Exchange Programs
IDENTIFIERS- *Immigration Law; *Visas

This manual is designed to serve as a guide to federal regulations related to international educational exchange, focusing on visa and immigration regulations that affect foreign students at colleges and universities in the United States. Fourteen sections focus on: (1) introduction to immigration law; (2) the legal status of nonimmigrants in the

Maury, Kathleen; And Others
The Tithing of Higher Education, Out-of-Pocket Spending by Faculty. A Research Report.
PUB DATE- Oct 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Demography; *Expenditures; Faculty Workload; Higher Education; Operating Expenses; Salaries; Teacher Characteristics; Teacher Responsibility; Time Management
IDENTIFIERS- Minnesota State College System; *Spending Patterns

This study was done to determine how much faculty in the Minnesota State University System spend out of their own pocket to support their work. A survey was distributed to all system faculty (n=2,370) and included demographic and spending pattern items as well as open-ended items. Seven hundred and eleven surveys were returned. Results indicated that faculty averaged well over $4,000 a year on job-related or required spending. In addition, faculty reported contributing large amounts of time on tasks related to and often required under contract. The data showed also that males, females, probationary, and tenured faculty all had very similar spending patterns. Older and younger faculty had similar spending patterns as did faculty from various academic areas. Faculty did not spend differently in the year before tenure nor did spending fall off with rank. The data also suggested that faculty spend their own resources either because it is necessary and/or because they view it as part of their professional commitment. Appended is a case study, "A Day, A Week, a Year in the Life," by David Sebberson, that investigated faculty use of time contending that many faculty members work the equivalent of over 20 percent of time for free. (JB)

ED 388 154 HE 028 697

Kleszynski, Margaret A.; And Others
Cultural, Economic and Social Influences on Coeducation in the United States and Implications for Student Services.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Coeducation; *Cultural Influences; *Economic Factors; Educational History; Females; Higher Education; School Policy; Social Bias; *Social Influences; *Student Personnel Services; United States History; *Womens Education

A study of American history revealed trends linking women's entry into higher education with economic and social factors that have shaped American life. Coeducation began at Oberlin College (Ohio) in 1837 when women were admitted as degree candidates to the same academic courses as men. Industrialization, westward expansion, the growth of public schools, congressional legislation, wars, the Great Depression, and the women's movement are all phenomena which significantly impacted the development of coeducation. Initially, teaching became a major route for women's admittance into higher education. The Romantic movement and its ideals of democracy and egalitarianism ultimately increased interest in education for women. The Civil War also was an impetus in several ways for increased higher education for females. In addition, periods of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Facilities; *Educational Finance; Endowment Funds; *Expenditures; Higher Education; *Income; State Surveys; Statistical Data; Trend Analysis
IDENTIFIERS- Integrated Postsecondary Education Data System; *Pennsylvania

This publication provides a compilation of financial statistics pertaining to colleges and universities in Pennsylvania. The primary source of the data was the annual Finance Survey, part of the Integrated Postsecondary Education Data System. Individual tables and figures provide information on: (1) index of annual change of total current-funds revenues and expenditures, 1984-85 through 1993-94; (2) current-funds revenues by source, 1993-94; (3) current-funds revenues by source, 1992-93 and 1993-94; (4) current-funds expenditures by function, 1993-94; (5) current-funds expenditures by function, 1992-93 and 1993-94; (6) annual percent of change in current-funds expenditures by institutional control, 1984-85 through 1993-94; (7) percent of change of current-funds revenues and expenditures, United States, Pennsylvania and contiguous states, 1990-91 to 1991-92; and (8) percent of current-funds revenues, United States, Pennsylvania and contiguous states, 1991-92. Appendices provide additional data on current funds revenues by source, function, institutional category; on physical plant asset values, indebtedness on physical plants, and changes in endowment funds. A glossary and notes on sources and nonrespondents are also provided. (DB)

ED 388 173 HE 028 716

Idaho Higher Education 1995 Fact Book.
PUB DATE- Feb 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Athletics; College Faculty; College Students; Community Colleges; Educational Finance; Enrollment; *Higher Education; Intercollegiate Cooperation; State Aid; State Colleges; State Universities; Statistical Data; Tables (Data); Vocational Schools
IDENTIFIERS- *Idaho

This book reports on finances, students, faculty/staff, and intercollegiate athletics at Idaho's institutions of higher education. Most information concerns the state's public four-year colleges and its three universities with selected data on institutions providing vocational education and Idaho's two community colleges. Most of the data come from reports prepared by the institutions and submitted to the State Board of Education. The first section on finance displays the colleges' and universities' general education operating budgets by activity and expenditure classifications. This section also covers appropriations, budget requests, appropriations history, major capital improvements, replacement and renewal projects, asbestos abatement projects, underground storage tank removal project, and a higher education cost study of direct and full costs. The second section on students displays the academic and vocational student headcount enrollment at postsecondary education institutions. This section also details student fees, student fee history, and student fee revenues. The third section on faculty and staff provides a 6-year history of the

(050)
DESCRIPTORS- Educational Finance; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; *Federal Regulation; Federal State Relationship; Higher Education; Need Analysis (Student Financial Aid); Program Administration; *Student Financial Aid; *Student Loan Programs; *Work Study Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Family Education Loan Program; Pell Grant Program; State Student Incentive Grants; Supplemental Educational Opportunity Grants

This handbook, consisting of an introduction and 10 chapters, explains the 1995-96 procedures that higher education institutions must follow in administering the federal government's Student Financial Assistance (SFA) programs. Chapter 1 describes the organizational structure for those areas in the Department of Education that are directly involved in SFA program administration. Chapters 2 and 3 cover general requirements that apply to all the SFA programs. Chapter 2 covers student eligibility requirements and Chapter 3 explains the eligibility requirements for schools and programs. The remaining chapters (4 through 10) are devoted to requirements of specific programs. Chapter 4 explains how to calculate a Pell payment, and how to report the payment to the Department using Part 3 of the Student Aid Report (SAR). Chapter 5 provides general information common to all three of the campus-based programs. Chapter 6 concerns the Federal Perkins Loan Program. Chapter 7 covers the Federal Work-Study Program. Chapter 8 describes the Federal Supplemental Educational Opportunity Grant Program. Chapter 9 concerns state grant programs, and Chapter 10 addresses the Federal Family Education Loan Programs. Throughout the text graphics display recent changes to existing law and regulation. (JB)

ED 388 193 HE 028 736

Dillman, Don A.; And Others
What the Public Wants from Higher Education: Work Force Implications from a 1995 National Survey.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (DOA), Washington, DC.; Farm Foundation, Oak Brook, IL.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Nov 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Age Differences; *Continuing Education; Distance Education; *Educational Attitudes; Educational Background; Educational Policy; Higher Education; Job Training; *Land Grant Universities; *Lifelong Learning; National Surveys; Noncredit Courses; Nontraditional Students; *Public Opinion; Socioeconomic Background; Telephone Surveys; Vocational Education

This report summarizes results from a 1995 national survey on higher education. The telephone survey asked a random sample of 1,124 adults about issues related to continuing education, distance learning, and the performance of colleges, vocational schools, and universities. It found that a large majority of adults from all age groups, income levels, and backgrounds recognize the value of lifelong education and training. About 81 percent of the respondents thought that getting additional education was important for them to be successful at work. Interest in additional education was found to be highest among those who already had college training, and those with college be tied to consumer video, so the one or two factors of two may be a while in coming. Update rate is mostly a question of memory, transmission bandwidth, and computing power, and will increase almost automatically with the general advance of computing technology. With many of the hardware problems close to being solved and the promise of widespread multimedia applications likely to bring costs down, will there be any difference between computer graphics and multimedia? It is proposed that the difference will be significant, and computer graphics will be relegated to the back seat. The multimedia pipeline of the future will involve computing of the images ahead of time (maybe 1/240 of a second before needed), compression using high-speed circuitry, moving the images to secondary memory, fetching them all back when needed (1/240 of a second later), decompression, then pasting them onto the screen. Networking provides access to moving imagery, and largely eliminates the distinction between real-time and pre-computer imagery. So where will this leave computer graphics? It will still be there, but mostly as a producer of imagery on the network and as a tool for augmenting imagery obtained from other sources. (Contains 17 references.) (MAS)

ED 388 213 IR 017 362

Gecsei, J.; Frasson, C.
SAFARI: An Environment for Creating Tutoring Systems in Industrial Training.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Computer Assisted Instruction; Computer Simulation; Foreign Countries; Higher Education; *Industrial Education; *Institutional Cooperation; *Intelligent Tutoring Systems; Professional Training; Programmed Instructional Materials; *Programmed Tutoring; Research and Development; Training Methods
IDENTIFIERS- Prototypes; Quebec

Safari is a cooperative project involving four Quebec universities, two industrial partners (Virtual Prototypes, Inc., providing the VAPS software package, and Novasys, Inc., a consulting firm specializing in artificial intelligence and training), and government. VAPS (Virtual Applications Prototyping System) is a commercial interface-building and simulation system. The main objective of Safari is to develop a methodology and an environment for the creation of tutoring systems to be used in professional training. The focus is on teaching mostly procedural knowledge concerning the operation of devices such as medical instruments, manufacturing robots, consumer appliances, control instruments, aeronautical instruments, etc. The basic idea is to add a tutoring component on top of device models (microworlds) built in VAPS. This permits the use of models written in VAPS ("virtual instruments"), instead of the real, expensive devices, for training and practice. The distinguishing features of the Safari environment are that: (1) an attempt is made to represent knowledge at two levels: at the physical level corresponding to a simulated device, and the plan level; (2)

represented by a 7% gain by the treatment group, was deemed significant. (Contains 10 references.) (MAS)

ED 388 230 IR 017 379

Castleford, John; Robinson, Geoff
The Development of Computer Assisted Learning in UK Universities.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Courseware; Foreign Countries; Higher Education; Information Technology; *National Programs; *Universities
IDENTIFIERS- *United Kingdom

This paper reviews two of the United Kingdom's national programs to promote the use of computer-based teaching throughout higher education. In the first phase (1985-89) of the Computers in Teaching Initiative (CTI), a suite of 139 individual software-production projects generally failed to meet expectations. In 1989, CTI became a network of subject-based centers with a remit to promote the use of information technology (IT) within specific academic disciplines. Following wholesale changes in the national organization of higher education in 1991, the UK government sought to double the number of students in higher education. A new program of courseware development was initiated, the Teaching and Learning Technology Programme (TLTP): 75 projects are currently being funded, involving both single academic institutions and consortia. One example of TLTP project, Geography-CAL, which aims at specifying, developing, testing, and delivering a library of 21 high-quality transportable computer-based learning (CBL) modules and other support material, is described in detail. In examining the effects of these initiatives, it is concluded that, while CBL has pedagogical benefits, there are many factors which hinder its adoption by university teachers. (Author/MAS)

ED 388 231 IR 017 380

Chen, Der-Thanq
Standardizing "HyperVocabulary": A Proposal.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Electronic Text; *Hypermedia; Multimedia Materials; Standards; *Vocabulary

Vocabulary used to describe things that are "hyper" is very confusing. This paper discusses four factor which contribute to the confusion: the same idea is often described using different terms; even though people sometimes use the same terms, quite often they are referring to different ideas; people tend to confuse "hyperdocuments" with electronic documents; and the

Guralnick, David; Kass, Alex
An Authoring System for Creating Computer-Based Role-Performance Trainers.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Assisted Instruction; *Computer Software Development; *Courseware; Multimedia Materials; Programming; *Training Methods

This paper describes a multimedia authoring system called MOPed-II. Like other authoring systems, MOPed-II reduces the time and expense of producing end-user applications by eliminating much of the programming effort they require. However, MOPed-II reflects an approach to authoring tools for educational multimedia which is different from most tools available on the commercial market, the theory-rich authoring tool. General purpose tools, particularly graphical user interface (GUI) tools, force software developers to attempt to map the conceptual components of their well-defined task to the physical components of a computer interface. This effectively takes the target audience of authoring tools, experts in teaching and in specific content areas, and forces them to act as novice computer programmers. The way to allow non-programmers to build good educational software is to give them the tools and let them build software out of constructs they're familiar with. Role-performance trainers involve learning a procedure in the performance of tasks in which there is a fairly regular routine. Typical role-performance trainers may have the following components: simulation; failure identification; scaffolding; many scenarios; Socratic teaching; and modeling. MOPed's theory-rich structure guides non-programmers in building high quality role-performance trainers. A sample application is described, in which MOPed-II teaches employees of a fast-food restaurant to ring up customer orders. A scenario developed may either select a task-structure class from an on-screen palette, or specialize a task structure. (Contains 10 references.) (MAS)

ED 388 250 IR 017 399

Hansen, E.; And Others
Interactive Video and Sign Language for Improving Literacy Skills of Deaf Students.
PUB DATE- 94
NOTE- 6p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Deafness; Elementary Secondary Education; *Interactive Video; *Literacy; *Sign Language; *Test Wiseness; Visual Aids

PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; *Computer Assisted Instruction; *Computer Attitudes; Computer Graphics; *Computer System Design; Foreign Countries; Instructional Development; *Learner Controlled Instruction; Student Attitudes; User Needs (Information)
IDENTIFIERS- *Button Theory; *Learning Environment; Questions

When students feel that their learning needs are not being met by computer-aided instruction, learning becomes passive, often resulting in boredom, frustration or a dislike for learning with computers. "Button Theory" allows the student to express his feelings and questions to the computer at the touch of a button, thus enhancing control over the learning process. "Button Theory" is implemented by means of a comprehensive set of messages, which the student can use to interact with and control the computer-based tutor; each message corresponds to one button represented by an icon on the computer screen. In order to examine the feasibility and adaptability of "Button Theory" across different computer-based learning environments, it was implemented in a prototype CAI system on astronomy, Solaria. Thirteen buttons were chosen for implementation in Solaria, and were divided into three categories: feelings, questions, and control. Messages in the questions and control categories were found to be generic, while those in the feelings categories were less so. One implication of this is that the development of a learning environment based on "Button Theory" would be simplified; a core set of conditions or contextual variables on which to select a response to a button press is needed. (AEF)

ED 388 269 IR 017 418

MacDonald, Siobhan
A Knowledge-based Learning and Testing System for Medical Education.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Feedback; Foreign Countries; Instructional Material Evaluation; *Medical Education; Medical Students; Models; *Patients; Student Reaction; User Needs (Information); Use Studies
IDENTIFIERS- Knowledge Bases

The traditional medical curriculum and internships must be supplemented by standardized teaching modalities, such as computer-assisted instruction using patient simulators. A patient simulator is defined as a representation of a clinical situation in which an individual conducts the diagnosis and

ED 388 286 IR 017 435

Purchase, Helen
Computers as Interactive Representational Devices for Declarative Domains.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Uses in Education; Foreign Countries; Hypermedia; *Knowledge Representation; *Learning Activities; Online Systems; *Semiotics

Coded experience and effective semiotic systems, organizations of patterns of signs that comprise a system of meaning, have proved essential for the propagation of knowledge. In education, communication via semiotic systems forms an important role in guiding children toward the effective use of information and techniques, and it is important that children be able to decode a given representation competently. As semiotic devices, computers have additional power in that not only can they externally present representations, but they can also internally manipulate them. Three areas have been identified where their use may enhance learning: the representation of complex structural domains, the navigation of a lexical space depicting the relationships between words, and the display of a hypertext structure in an authoring tool. Three systems were designed to investigate the use of interactive schematic representations for these learning activities and include browsing the representation of a structured domain, navigating the lexical space, and accessing the structure of a story in an interactive fiction authoring tool. The aspect of these systems that distinguishes them from other computer educational systems which use schematic representations is the fact that what is represented is declarative subject matter, rather than the basis for a simulation tool or a procedural exercise. (Contains 14 references.) (AEF)

ED 388 287 IR 017 436

Rauterberg, M.; And Others
Automatic Sound Generation for Spherical Objects Hitting Straight Beams Based on Physical Models.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustical Environment; *Acoustics; Computer Simulation; Computer System Design; Educational Environment; *Feedback; Foreign Countries; *Human Factors Engineering; Interaction; Learning Activities; Use Studies
IDENTIFIERS- *Audio Feedback

Sounds are the result of one or several interactions between one or several objects at a certain place and in a certain students' work and use text, graphics, animations, videos, sounds or live demonstrations to present curriculum content to students. Students may work with exercises from the teacher in local (desktop) or shared space (the blackboard) and collaborate on exercises with other students; they can also alert the teacher that they would like to ask a question. The IMDL environment was tested, and participant reactions were grouped into two areas. One group of found the experience enjoyable and noted potential to improve others modes of instructional delivery. The other group described their intimidation by the technology employed in delivering the course. (AEF)

ED 388 304 IR 017 453

Wilson, Eve
A User-Adaptive Interface for Computer Assisted Language Learning.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer System Design; *English (Second Language); Foreign Countries; Interaction; *Language Skills; *Learner Controlled Instruction; *Second Language Learning; User Friendly Interface; User Needs (Information)

Computer assisted language learning (CALL) packages offer the majority of students who are learning English as a foreign language the opportunity for individual instruction. To meet the needs of an individual student, an adaptive CALL environment must have a dynamic model of student performance, a means of varying the difficulty of the learning task, and a mapping between student competence and task complexity. There are two main types of user-adaptive interfaces for language learning: discrete-step interfaces and continuously variable interfaces. Before designers can build CALL systems that "understand" their users, they must be able to analyze the interactions between the user and the computer in the language learning task. Language learning skills may be divided into the categories of lexical skills, syntactical skills and discourse skills. The first task in recording and measuring student performance is to devise a user profile; the second task is to ensure a continuum of exercises. Once the student has decided what linguistic skill to work on, there are four stages to the exercise generation process: (1) determining a suitable source; (2) choosing suitable passages; (3) selecting from these passages examples most suited to user needs; and (4) generating the electronic version of the exercise. The format of the exercise used in this study was found to be generally effective; however it is unclear to what degree there is a correlation between readability grade and exercise difficulty. (AEF)

ED 388 305 IR 017 454

Wolcott, Jack
Educating in the Hyperzone.
PUB DATE- 94

exclusive registration time for students taking summer classes; and (7) overall, 40% rated their classroom experience and 41% the helpfulness of staff as excellent. Student comments are appended. (TGI)

ED 388 323 JC 950 506

Summer 1993 Transient Student Report.
PUB DATE- 1 Aug 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade Point Average; Marketing; Multicampus Colleges; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; Student Recruitment; Student Surveys; Summer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Kent State University OH Trumbull Campus

A study was conducted by the Trumbull Campus (TC) of Kent State University, in Ohio, to determine the motivations, objectives, and level of satisfaction of transient students, or students pursuing a degree at another institution but enrolled in courses at TC. Surveys were mailed to 50 transient students enrolled in summer 1993, with completed questionnaires received from 60% (n=29). An analysis of responses revealed the following: (1) the most important factor in the decision to take classes at TC was location, cited by 23 respondents; (2) the majority of respondents indicated that they had made their decision to take summer courses at TC in or before January, February, and March; (3) students cited 21 different community colleges and universities within Ohio and other states as their home institutions; (4) the average age of respondents was 21 years; (5) while transient students seemed to have no particular preference of courses, they did lean toward those that fulfilled liberal education requirements; (6) the majority indicated that they were beyond their freshman year; (7) students' self-reported grade point averages (GPA's) ranged from 2.6 to 4.0, with an average of 3.27; and (8) overall, respondents rated the campus environment and services very high, while the three highest-rated areas were registration, teaching quality, and campus cleanliness. (Includes student comments and lists of cited home institutions and most commonly taken courses.) (KP)

ED 388 324 JC 950 507

Why Students Don't Return: An Investigation of Reasons Why Students Choose Not To Come Back to College. Survey Results, Conclusions, and Implications. Kent Sate University Trumbull Campus.
PUB DATE- Dec 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Dropouts; Day Care; Day Care Centers; *Dropout Attitudes; *Dropout Characteristics; *Enrollment Influences; Evening Programs; Multicampus Colleges; *School Holding Power; Student Attrition; Student Behavior; Student Financial Aid; Two Year Colleges; Weekend Programs
IDENTIFIERS- Kent State University OH Trumbull Campus

A study was conducted at the Trumbull Campus (TC) of Kent State University, in Ohio, to gather data on factors influencing students' decisions not to return to college after completing days, at the end of which it was concluded that progress had been made in the areas of governance and administration and the request for institutional change was approved. (TGI)

ED 388 341   JC 950 525

Twomey, Janine L.; And Others
SPRE and the NMSU-A Integrated Assessment and Strategic Planning (IASP) Process: What We've Learned and Where We're Going.
PUB DATE- 31 Mar 95
NOTE- 16p.; Paper presented at the New Mexico Higher Education Assessment Conference (Albuquerque, NM, March 31, 1995). For more information on the SPRE Compliance Matrix, see JC 950 526.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Improvement; Educational Objectives; Program Development; Program Effectiveness; Program Implementation; Self Evaluation (Groups); State Standards; Strategic Planning; *Teacher Participation; Two Year Colleges
IDENTIFIERS- *New Mexico State University Alamogordo

In September 1994, the New Mexico Commission on Higher Education issued standards for the State Postsecondary Reporting Entity (SPRE). To comply with these standards, New Mexico State University-Alamogordo (NMSU-A) decided to use its integrated Assessment and Strategic Planning (IASP) process, developed during a pre-accreditation self-study in 1993. In developing the IASP, the college decided that planning and assessment should be closely based on its mission and purpose statements, while the design and implementation of the IASP included faculty, staff, and student involvement. Since its original implementation, the IASP has led to revisions of syllabi and course content, more effective counseling services for at risk students, reallocation of campus financial resources, and greater attention towards issues related to the Americans with Disabilities and Student Right to Know and Campus Security Acts. To respond to the new SPRE standards, the IASP committee developed the SPRE Compliance Matrix, listing significant outcomes and accountability measures associated with external entities. The matrix has served as the basis for developing outcomes assessment data instruments, research questions, implementation schedules, and operating procedures. The IASP process has proven to be very effective in driving positive change at NMSU-A. (The SPRE Compliance Matrix is appended.) (TGI)

ED 388 342   JC 950 526

Hawkins, Linda; Lillibridge, Fred
Development of the SPRE Compliance Matrix for NMSU-Alamogordo.
PUB DATE- May 95
NOTE- 21p.; Paper presented at the Annual Conference of New Mexico Two-Year Colleges (6th, Ruidoso, NM, May 15-17, 1995). For more information on the IASP, see JC 950 525.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment;

time enrollment percentages at the college. (TGI)

ED 388 358 JC 950 543

Institutional Effectiveness at Community and Technical Colleges in Texas: A State-Level Evaluation Process.
PUB DATE- Oct 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Community Colleges; Educational Policy; Excellence in Education; *Institutional Evaluation; Institutional Mission; *Program Evaluation; *School Effectiveness; School Visitation; *Self Evaluation (Groups); *State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Texas Higher Education Coordinating Board

Based on recommendations from a state Task Force on Institutional Effectiveness, the Texas Higher Education Coordinating Board developed a new institutional review system designed to identify institutional and programmatic strengths and areas of concern, verify institutional outcomes and improvement efforts, identify exemplary programs and innovative ideas, and review progress toward college goals. Under the evaluation process, individual institutions are responsible for the deployment of financial, personnel, and physical plant resources, while the process calls for yearly college self-studies to produce an Annual Data Profile and site visits conducted every 4 years by faculty and administrators at state community and technical colleges and Board staff. Specifically, evaluation is based on the following five critical success areas: (1) mission, or the institution's commitment to fulfilling the statutory mandates for community and technical colleges and to meeting the unique needs of the college's service area; (2) effective use of resources, assessing the commitment to policies and procedures to ensure quality planning and continuous improvement of programs; (3) access, focusing on the commitment to serving the diverse educational, social, and workforce development needs of the citizens of Texas; (4) achievement, reviewing the commitment to attaining the high quality performance of students, programs, and services; and (5) quality, focusing on the commitment to meeting or exceeding standards of excellence in programs and services. A description of possible site visit team recommendations to colleges and appeals procedures is included. (TGI)

ED 388 359 JC 950 544

Transferring General Education Credit from Indiana Vocational Technical College to Other Institutions: A Progress Report.
PUB DATE- 1 Feb 95
NOTE- 15p.; Prepared as Agenda Item A for a meeting of the Indiana Commission for Higher Education (Indianapolis, IN, February 10, 1995. For a related document, see JC 950 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College Credits; Compliance (Legal); *Educational Legislation; *General Education; State Legislation; *State Standards; *Transfer Policy; Two Year Colleges; Universities; Vocational Education
IDENTIFIERS- *Indiana Vocational Technical College

State legislation in Indiana requires that at least 30 semester colleges (CTC's) served 52% of the undergraduates in Connecticut public institutions; (2) the fall 1994 CTC enrollment was 44,583 and 21,718 FTE, representing a 2.1% decline from fall 1993; (3) minority student enrollment increased from 20% in 1993 to 22% in 1994, with Blacks and Hispanics representing 19.5% of the student enrollment; (4) 61.9% of the students were women; (5) in fall 1994, 75.2% of all CTC students attended part-time; (6) the average age of the student population was 30, with full-time students averaging 23 and part-timers averaging 32; (7) in fall 1994, 42.8% of all students were enrolled in occupational programs, while liberal arts and sciences and general studies programs accounted for an additional 31% of students; and (8) the CTC's awarded 3,947 associate degrees in 1994-95, a 4.8% decrease from 1993-94, and 707 certificates, a 16.3% increase from the previous year. (TGI)

ED 388 376 JC 950 564

Adams, Judith
Financial Aid as a Service: A Review of Operations.
PUB DATE- Dec 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Financial Services; Participant Satisfaction; *Program Effectiveness; School Surveys; State Surveys; *Student Attitudes; *Student Financial Aid; *Student Financial Aid Officers; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Macomb Community College MI

A study was undertaken at Macomb Community College (MCC), in Michigan, to review the effectiveness of the college's financial aid department. Data were gathered from a search of the literature related to financial aid services and a review of comments and findings from MCC alumni and financial aid surveys. In addition, surveys were conducted of financial aid officers at 15 Michigan community colleges and 4 peer institutions in other states, of 1,488 students who applied for financial aid in 1994-95, and of 96 non-financial aid administrators at MCC. Study findings included the following: (1) while the literature review found little information on financial aid service, what existed stressed the importance of a polite staff, keeping administrators informed, creating student materials, and assessing satisfaction frequently; (2) respondents to previous MCC surveys showed concern with availability, processing, qualifications, and service attitudes; (3) based on responses from 10 colleges in the survey of state and peer institutions, MCC had a lower percentage of students receiving aid than the other institutions, at approximately 20%; (4) based on responses from 35% of the financial aid applicants surveyed, applicants were slightly more than "satisfied" with courtesy, hours, knowledge, overall service, efficiency, and processing at the financial aid office; and (5) results from the survey of MCC administrators (56% response rate) indicated that few had attended financial aid workshops and more respondents reported seeing or receiving any of several types of publicity about financial aid at Macomb. Most commonly remembered was publicity in the MCC student newspapers. Least common were direct mailings or brochures. The three survey instruments are appended. Contains 25 references. (TGI)

(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Decentralization; Educational Attitudes; *Educational Improvement; *Educational Policy; *Educational Strategies; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; Government Role; Parent Education; School Role; Sex Bias; Sex Discrimination; Socioeconomic Influences; Teacher Education; *Womens Education
IDENTIFIERS- *Africa (North); *Middle East

This paper is designed to assist education planners and policymakers in the Middle East and North Africa (MENA) region to identify a range of strategic options to increase the access and retention of girls in the education system. It provides a review of materials relating to the status of female education in the MENA region, statistical data on demographic and economic factors affecting education in the region, and an overview of education in four subsets of nations in the MENA region. The report then discusses 20 educational strategies to improve opportunity for girls. They include: building the political will to reallocate budgets; promoting networks; mobilizing partners; decentralization; reducing opportunity costs to girls' families; having primary schools closer to communities; providing sanitary facilities; sex-segregated schools where appropriate; making schools more accommodating; improving teacher quality; making teachers agents of change; gender-sensitive curricula and teacher training; sufficient textbooks; more female teachers at the secondary level; promoting tolerance; extra-curricular activities; utilizing educational technology; instilling basic skills in out-of-school girls; integrated parent-child education to improve female adult literacy; and promoting female adult literacy. Three appendices provide information on workshop participants and strategies to improve educational opportunities for girls. (Contains 182 references.) (MDM)

ED 388 396 PS 023 662

Montgomery, Mary Jean; Quinn, Jim
Planning for Family Development.
PUB DATE- 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; Check Lists; Community Resources; *Day Care; Early Childhood Education; Family Problems; *Family Programs; *Intervention; *Needs Assessment; Parent Education; Questionnaires
IDENTIFIERS- *Action Plans; *Family Development; Family Strengths

This manual is designed to help child care providers develop, implement, and evaluate a family development plan for at-risk families. The plan's five components are designed to: (1) identify family strengths; (2) identify family needs; (3) identify community resources; (4) develop and implement a family action plan; and (5) monitor family progress. The planning manual provides for family participation in each step through empowerment and self-help strategies. Each component begins with a statement of rationale, followed by a working guide, a summary sheet, and an appendix of optional assessment tools. The assessment tools include questionnaires, checklists, and interview protocols. (Contains 18 references.) (MDM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Child Development Centers; *Day Care; Definitions; Early Childhood Education; *Educational Quality; Foreign Countries; Inclusive Schools; School Role; Young Children
IDENTIFIERS- Europe; Quality Indicators; Relativism

This paper explores the issue of how quality in early childhood services is defined and evaluated and examines some of the implications of working within a particular paradigm at a European level. The discussion begins with the concept of early childhood services, and how the approach to defining quality relates closely to the concept of service. Defining quality is the product of how researchers and caregivers conceive of early childhood services. Some issues are presented in the process of defining quality. The first issue concerns whom to include in the process of defining quality. The second issue concerns what conditions are needed to enable the development of an inclusionary approach. Four conditions discussed are: the wider culture, staff, external assessment, and time. The third issue concerns the limits of relativism. The fourth issue concerns the role of experts in an inclusionary approach. The inclusionary approach fits best with the concept of early childhood services as community institutions or resources, responsive to the needs, interests and cultures of their local communities, and playing a major role not only at individual and family levels but also in supporting community cohesion and development. (AP)

ED 388 417 PS 023 701

Ramsden, Fiona
The Impact of the Effective Early Learning 'Quality Evaluation and Development' Process upon a Voluntary Sector Playgroup/Preschool.
PUB DATE- Sep 95
NOTE- 32p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Change Strategies; *Classroom Techniques; *Educational Improvement; Educational Quality; Evaluation Methods; Foreign Countries; *Preschool Education; Program Evaluation; Staff Development; Teaching Methods
IDENTIFIERS- United Kingdom

This collaborative action research project focused on the educational practice of a voluntary sector playgroup (preschool) in the United Kingdom. It utilized the Quality Evaluation and Development (QED) model to conduct an evaluation phase, action plan phase, development phase, and a reflection phase over the course of the 1994-95 school year. The evaluation phase was based on playgroup documentation, photographs, physical environment schedule, staff biographies, interviews, and child tracking data. The action plan phase allowed the staff to produce plans to improve areas of practice, while the development phase allowed for the implementation of this action plan. The reflection phase allowed time to review the impact of the action plan. A review

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Check Lists; Elementary School Students; Elementary Secondary Education; *Homework; Junior High School Students; *Parent Role; Parents as Teachers; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation

This booklet is designed to provide parents of elementary and junior high school students with an understanding the purpose and nature of homework and suggestions for helping their children complete homework assignments successfully. After a discussion of why teachers assign homework, how homework can help children learn, and the optimum amount of homework for students at different grade levels, the booklet provides specific suggestions for parents to help their children complete homework assignments, including setting a regular time for homework, picking a quiet place, removing distractions, providing appropriate supplies and resources, setting a good example, and showing interest in their homework. It also discusses ways for parents to monitor their children's homework assignments, provide guidance to their children on assignments, and talk with teachers or administrators about homework problems. A checklist on helping children with homework is included. (MDM)

ED 388 437 PS 023 756

Hanson, Shirley M. H., Ed.; And Others
Single Parent Families: Diversity, Myths and Realities.
PUB DATE- 95
NOTE- 606p.; This book has also been published as "Marriage and Family Review," Volume 20, Numbers 1-2 and Volume 20, Numbers 3-4, 1995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption; Child Custody; *Child Rearing; Divorce; Early Parenthood; Economic Factors; Family (Sociological Unit); *Family Characteristics; Family Relationship; *Fatherless Family; Fathers; Grandparents; *Motherless Family; Mothers; *One Parent Family; Social Change
IDENTIFIERS- Grandparent Grandchild Relationship

Major changes are taking place in western families which affect the way professionals interact with families. Drawing on a multidisciplinary team of scholars, this book presents a synthesis of the demographic, theoretical, and research data on the various permutations of the single parent family. Topics include economics, single custodial or noncustodial parenting, single parenting by grandparents, and single parents of disabled children. Articles are: (1) "Single Parent Families: Present and Future Perspectives" (Hanson and others); (2) "Single Parents and Wider Families in the New Context of Legitimacy" (Donati); (3) A Conceptualization of Parenting: Examining the Single Parent Family" (Horowitz); (4) "The Changing Demographic and Socioeconomic Characteristics of Single Parent Families" (Bianchi); (5) "The Economics of Single Parenthood" (Lino); (6) "Poverty and the Single Mother Family: A Macroeconomic Perspective" (Bowen and others); (7) "Homeless Female-Headed Families: Relationships at Risk" (Steinbock); (8) "Single Parenthood and the Law" (Walters and Abshire); (9) "Single Mothers with Custody Following Divorce" (Ladd and Zvonkovic); (10) "Single Fathers with Custody Following Divorce" (Greif); (11) "Noncustodial Mothers Following Divorce" vision for themselves that will enhance their success. Contains 26 references. (TJQ)

ED 388 455 PS 023 835

Liu, Karen; Blila, Susan
Ethnic Awareness and Attitudes in Young Children.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Childhood Attitudes; Cultural Awareness; Developmental Stages; Ethnicity; Hispanic Americans; *Perceptual Development; *Racial Attitudes; *Racial Identification; *Young Children
IDENTIFIERS- African Americans; Ethnic Differences

As classrooms in the United States become increasingly multicultural, teachers need to be aware of how and when racial attitudes develop in children in order to provide a supportive learning environment for children of any ethnic heritage. This study examined racial awareness and attitudes in children between 3 and 10 years of age. Subjects were 32 Anglo-American children, 39 Hispanic American, 31 African American, 26 Native American and 30 Asian American children primarily from middle-class families. The children were surveyed to learn at what age they developed an awareness of their own ethnicity and at what age they could recognize the differences in other ethnic groups. Magazine pictures of children from each of the ethnic groups were used with the older children; for the children 3 and 4 years of age, Lakeshore ethnic dolls were used instead of or in addition to the magazine pictures. Each child was individually asked to point to a picture who "looks like you"; to draw a picture of him- or herself; to find a match to each ethnic group; to respond to the colors black, brown, and white; to choose a friend from the children in the pictures, and to answer questions about the children in the pictures as to positive and negative attributes. Results indicated that Anglo children were more aware of and expressed preferences for their own group more often than did minority children. Minority children expressed an out-group preference most of the time. (Includes extensive tables of data, a 37-item bibliography, and the Racial Awareness Response Form.) (HTH)

ED 388 456 PS 023 837

Brake, Deborah
Goals 2000 and Pregnant and Parenting Teens: Making Education Reform Attainable for Everyone.
PUB DATE- Mar 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Adolescents; *Change Strategies; Child Rearing; Early Parenthood; *Educational Change; Educational Policy; Elementary Secondary Education; Federal Legislation; High Risk Students; Pregnancy; *Pregnant Students; School Policy; *Student Rights; Teacher Attitudes; *Unwed Mothers
IDENTIFIERS- *Goals 2000

Pregnant and parenting teenagers account for a sizable and alcoholism. This understanding led to his work with Indian alcoholics at the Panhandle Mental Health Center in Scottsbluff, Nebraska. Since his recovery, Monroe has been an active participant in his community and continues to fight for the legal rights of American Indians. In 1973, he founded the American Indian Council, an organization that offers a variety of health, educational, and social programs, including a nutrition program, a hospital busing program, GED classes, job training and placement services, and alcohol counseling. (LP)

ED 388 474 RC 020 299

Ferris, Jeri
Native American Doctor: The Story of Susan LaFlesche Picotte.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; Adolescent Literature; American Indian History; *American Indians; Biographies; Elementary Secondary Education; *Females; Higher Education; *Physicians; Reading Materials; United States History
IDENTIFIERS- *La Flesche (Susan); *Omaha (Tribe)

Susan LaFlesche Picotte was born in 1865 on the Omaha Reservation in Nebraska. Her father was chief of the Omahas even though he was only part Omaha. She liked school, and was educated at the reservation school, the Elizabeth Institute for Young Ladies in New Jersey, and the Hampton Institute in Virginia. Her desire to become a doctor began in childhood when she saw how little the white government doctor helped the Omahas. At Hampton, Susan met Dr. Martha Waldron, one of the country's few women doctors, and her conviction increased. She attended Women's Medical College in Philadelphia, and in 1889 she became the first Native American woman to graduate from medical school and returned to the reservation to help her tribe. She saw herself as a bridge for her people between old and new ways, and she acted as a translator, adviser, and teacher to the Omaha. She campaigned tirelessly against alcohol abuse, which killed her husband, and she was a constant champion for her people's rights. Her lifelong dream, to build a hospital on the reservation, became a reality 2 years before her death. Contains 25 references, an index, and many photographs. (TD)

ED 388 475 RC 020 300

Soto, Gary
Taking Sides.
PUB DATE- 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescent Development; Adolescent Literature; *Basketball; Fiction; Friendship; Junior High Schools; *Junior High School Students; *Mexican Americans; *Peer Relationship; *Social Class; *Sportsmanship; Suburban Schools; Teamwork; Urban Schools; Values

This novel is written for adolescents and its plot features a junior high school sports environment. Fourteen-year-old Lincoln Mendoza, an aspiring basketball player, comes to terms with divided loyalties when he moves from the Hispanic inner city to a White suburban neighborhood. Lincoln's mother decides to move from the Mission District of San Francisco, a Mexican in such classes and the nature of their school experiences in general have been shown to be influenced by the relative proportions of ethnic groups in the school, by Hispanics' relative socioeconomic status (SES), and by Hispanic representation on school board and faculty. Since most Mexican American women live in low-SES communities, their school experiences are likely to be negative. Nevertheless, Chicanas have recently shown some improvement in rates of higher education enrollment and completion. In 1993, about half of Mexican American females were in the labor force, located primarily in low-paying jobs with poor or inadequate working conditions and little job security. Mexican American culture does not value women's success in the labor market; working-class women are more likely than professionals to accept such cultural values. Many Chicanas describe high levels of ambivalence and stress over conflicts between motherhood and employment, and inadequate income and cycles of unemployment add to psychological distress. (SV)

ED 388 491   RC 020 350

Menchaca, Velma D.; Ruiz-Escalante, Jose A.
Instructional Strategies for Migrant Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cooperative Learning; Culturally Relevant Education; *Educational Environment; *Educational Strategies; Elementary Secondary Education; *Learning Strategies; Metacognition; *Migrant Education; Self Concept
IDENTIFIERS- ERIC Digests

Children of migrant farmworkers spend parts of each school year in different communities across the country; some children migrate back and forth between schools in Mexico and the United States. The hardships and rich experiences of this lifestyle provide educators with unique challenges and, at the same time, opportunities to learn and develop new strategies. This digest offers research-based guidance to teachers, to help them use effective instructional strategies that build on the strengths migrant children bring to the classroom. The strategies are: (1) create a positive supportive environment that fosters a sense of safety and trust; (2) build on migrant students' strengths, experiences, and knowledge; (3) enhance self-concept and self-esteem through activities and assignments that allow for real success or that develop coping skills; (4) personalize lessons with students' life experiences; (5) integrate culturally relevant content that encourages positive ethnic affiliation; (6) use cooperative learning, which lowers anxiety levels and increases students' motivation and feelings of empowerment; and (7) develop students' metacognitive learning strategies to help them become independent learners. Contains 20 references. (SV)

ED 388 492   RC 020 351

St. Germaine, Richard
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Computer Networks; *Developing Nations; Human Resources; *Information Dissemination; Information Networks; *Intercultural Communication; *International Programs; *Language Role; Literacy Education; Management Information Systems; Second Language Instruction; Second Languages; *Technical Assistance

The role of language and intercultural communication in technical assistance projects in developing nations is discussed. An introductory section offers background on the emergence of the communication issue in technical aid projects. Two subsequent sections look separately at the issues of meeting information needs and of meeting language needs. Communication is seen as a key factor in aid project design because of the need for management information systems, need for access to information, emergence of the global computer network, and rapid growth of an information base in human resource development. The current level of investment in information dissemination in this context is seen as poor. Language issues discussed include those of language choice for project implementation and documentation and the literacy needs of populations served through the projects. The final section proposes language and information audits as an element in project planning and implementation, and examines the implications for related training. Topics for further discussion and a brief bibliography are included. (MSE)

ED 388 054 FL 023 302

Nunan, David, Ed.; Miller, Lindsay, Ed.
New Ways in Teaching Listening. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 95
NOTE- 283p.; For related documents, see FL 023 303-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Cognitive Processes; Educational Technology; Elementary Secondary Education; English (Second Language); English for Academic Purposes; Higher Education; Listening Comprehension; *Listening Skills; *Pronunciation Instruction; Second Language Instruction; *Second Languages; Singing; Skill Development; Speech Skills; Suprasegmentals; *Vocabulary Development

This guide is a collection of practical ideas for teaching listening skills to learners of a second language. Most are contributed by teachers of English as a Second Language, but the activities may be appropriate for other languages. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. The first section focuses on development of cognitive strategies: listening to the main idea; listening for details; and predicting. Section 2 contains activities that demonstrated the interlinked nature of listening with speaking, pronunciation, and vocabulary. The third section provides ideas for teaching aspects of stress, intonation, and register, particularly as they relate to pronunciation. A subsequent section deals with the use of

(150)
DESCRIPTORS- *Behavior Standards; *Business Administration Education; *Business Communication; Cultural Awareness; Cultural Context; Cultural Traits; Culture Conflict; Higher Education; *Intercultural Communication; *International Trade; Language Role; Languages for Special Purposes; Language Usage; *Textbook Content; Textbook Selection

Based on examination of a number of international business (IB) textbooks, all of which were found deficient in their treatment of the cross-cultural aspects of IB, 12 principles that should be reflected in the content and construction of IB texts are presented, with explanation and illustrations: (1) understand that culture is the basis of everything from the physical level up; (2) teach basic foundational information about culture, and let the details build on the foundation; (3) be informed by theories of experts in cross-cultural business communication; (4) raise cross-cultural issues when discussing other aspects of business or case studies; (5) teach sociological, philosophical, and anthropological categories, not isolated facts about cultural differences; (6) include appropriate examples; (7) answer the question, "How does culture influence business practices?"; (8) explain the reasons for a given cultural behavior or business practice; (9) provide the business implications of a given behavior or approach; (10) explain the phases of culture shock; (11) cultivate cross-cultural awareness through appropriate language use; and (12) provide a truly global perspective, rather than simply explain other cultures to Americans. A brief reading on values and attitudes is included. Contains nine references. (MSE)

ED 388 074 FL 023 324

Rickert, Blandine
Third Semester College French, A Different Approach: Practical French for Careers.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Career Development; Classroom Techniques; Communicative Competence (Languages); Conversational Language Courses; Course Descriptions; *Cultural Awareness; *French; Higher Education; *Intercultural Communication; International Studies; Language Role; Language Usage; *Letters (Correspondence); Second Language Instruction
IDENTIFIERS- *University of Colorado Denver

An alternative approach used in a third semester French course at the University of Colorado at Denver is described. The approach was adopted to improve student motivation. The course focuses on the learning of practical French for everyday situations, while traveling abroad for business or pleasure. Emphasis is on conversational, communicative skills and polite language use. Students learn to compose a letter, send a fax, prepare a curriculum vitae, and write a successful cover letter. Grammar is systematically and progressively reviewed, especially structures essential to practical communication, and some key elements of syntax are reinforced. The cultural component results for communicative second language teaching, instructional material development, error and discourse analysis, and classroom treatment of errors. Contains 23 references. (Author/MSE)

ED 388 094 FL 023 366

Davidson, Fred
Setting the Record Straight: Applied Linguistics and the Dispelling of Misconception.
PUB DATE- 95
NOTE- 28p.; Revised version of a paper presented at the Annual Meeting of the American Association for Applied Linguistics (17th, Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Discourse Analysis; Higher Education; Language Role; Language Usage; Literature Reviews; *Peer Relationship; *Persuasive Discourse; *Scholarship; *Social Responsibility; *Writing for Publication

An analysis of scholarly publications in applied linguistics focuses on the use of such publications as "dialogue" between applied linguists to promote social responsibility in the application of their work. A review of 40 citations representing 63 papers is presented and results are discussed. Common strategies found for dispelling misconceptions included argument, citation of literature, annotated bibliography, methodological refutation or criticism, improved translation from a historic document, clarification of legal reference, sentiment, coining of a term, claim of incomplete review of literature, and analogy. Common topics addressed included the whole language/phonics debate, the role of government and politics as an influence on applied linguistics, how to serve language minority students, gender and language, literacy, proficiency versus accuracy in second/foreign languages, topics in speech and hearing science (e.g., stuttering, aphasia), language death, language and perception of reality, and existence of language in species other than humans. All citations are listed. Contains four notes and six references. (MSE)

ED 388 095 FL 023 367

Hiranpruk, Chaiskran
Cultural Implications of Human Resource Development.
PUB DATE- Oct 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Cultural Context; *Developing Nations; *Economic Development; Efficiency; Foreign Countries; Global Approach; *Human Resources; International Trade; *Labor Force Development; Research and Development; *Technological Advancement
IDENTIFIERS- *Asia (Southeast)

A discussion of the cultural effects of economic and, by extension, human resource development in Southeast Asia looks at short- and long-term implications. It is suggested that in the short term, increased competition will affect distribution

Writing" (Lars Sigfred Evensen); "Nonnative Speaker Graduate Engineering Students and Their Introductions: Global Coherence and Local Management" (John Swales); "Coherence as a Cultural Phenomenon: Employing Ethnographic Principles in the Academic Milieu" (Ann M. Johns); and "Improving Coherence by Using Computer-Assisted Instruction" (Constance Cerniglia, Karen Medsker, Ulla Connor). The 293-item reference list contains entries for all works cited. (MSE)

ED 388 115 FL 801 081

Rice, Jennifer King; Stavrianos, Michael
Adult English as a Second Language Programs: An Overview of Policies, Participants, and Practices.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Adult Education; *Curriculum Design; *English (Second Language); Financial Support; Limited English Speaking; Policy Formation; *Program Administration; Program Effectiveness; Second Language Programs; Staff Development; Student Evaluation; Teaching Methods
IDENTIFIERS- *Adult Education Act

This research synthesis provides an overview of the issues central to adult English-as-a-Second-Language (ESL) programs since researchers and policymakers have shown interest in exploring new possibilities for the ESL component. The following topics are discussed of the Adult Education Act (AEA). The following topics are discussed in the report: (1) the demand and need for services, with special attention to who, how many, and where members of the limited-Englist-proficiency target and (ESL) participant populations are: (2) administration, funding, and staffing issues; (3) curricular and instructional practices; (4) assessment, evaluation, and accountability structures; and (5) effectiveness of adult ESL programs. The information presented in the report was collected from a variety of sources. Four major conclusions were drawn from this examination. First, ESL is different from adult basic education and adult secondary education components of the AEA, which reinforces the importance of examining ESL individually in a study such as this. Next, ESL is a concern specific to a subset of states and urban areas as the ESL population is highly concentrated in individual cities and states and demands associated with this population tend to fall on the shoulders of the areas affected. Third, diversity exists among adult ESL programs in terms of population characteristics, administration and funding, and curricular and instructional approaches. Last, while this report provides background on ESL programs and services, in many cases there is limited knowledge about program approaches and practices on which to base future policy. (JL) (Adjunct ERIC Clearinghouse on Literary Education)

ED 388 116 FL 801 082

Whu, Lin Fai; Zhang, Ai Ling
From Classroom to Computer Screen: NWLP Software. A Set of Computerized Garment-Related Bilingual (English and Chinese) Literacy Lessons.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Aug 95

United States; (3) the responsibilities of enrolling institutions; (4) F visa status, students; (5) M visa status, students; (6) O visa status, persons of extraordinary ability; (7) P visa status, artists, athletes, and entertainers; (8) Q visa status, international cultural exchange visitors; (9) J visa status, exchange visitors; (10) H visa status, temporary workers and trainees; (11) R visa status, temporary religious workers; (12) other nonimmigrant classes; (13) immigrant status; and (14) special topics. Thirteen appendixes provide information on the Immigration and Naturalization Service (INS) fee schedule, sample immigration forms, sample visa stamps and labels, INS and U.S. Department of Labor regional offices, visa issuing posts, an annotated reference list, countries having passport agreements with the United States, Canadian visitor visa exemptions, and the Association of International Educators government regulations advisory committee and its position on J-1 visa visitors. (Contains 46 references.) (MDM)

ED 388 135 HE 028 677

Buehrer, Richard E.; And Others
Ohio Opportunities Survey. Final Research Project.
PUB DATE- 2 Jun 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrators; Business; *Economic Development; *Educational Attitudes; *Educational Opportunities; *Employment Opportunities; Higher Education; Mail Surveys; Private Sector; Public Sector; Regional Attitudes; Regional Characteristics; *Rural Urban Differences; State Surveys
IDENTIFIERS- *Ohio

This survey was designed to investigate key Ohio private and public sector leaders' views regarding economic development and the role of higher education. It surveyed public and private sector leaders in the major metropolitan areas of the state, namely Cleveland, Columbus, and Cincinnati and their environs, known as the "Three Cs," as well as the rest of Ohio, known as the "Other Ohio." The study found that although both groups agreed on the importance of a well-educated, well-trained workforce for economic development, only 35 percent felt that such a workforce currently existed in their respective regions. The respondents from the Three Cs regions felt that their region had experienced significant economic growth in the last several years, while the Other Ohio participants believed that their region did not experience significant growth, and that young people were leaving the region to seek better opportunities. Many respondents felt that the Three Cs region receives more than its fair share of state resources, and that the Other Ohio region received less than its fair share. Appendixes contain a copy of the survey and a sample cover letter. (Contains 21 references.) (MDM)

ED 388 136 HE 028 678

Ratteray, Oswald M. T.; Simmons, Howard L.
Information Literacy in Higher Education: A Report on the Middle States Region.
PUB DATE- Sep 95
NOTE- 10p.
LANGUAGE- English

economic decline often saw enrollment declines and prompted colleges and universities to admit women. As a result of colleges and universities shifting to coeducational policies, the student services profession was called upon to respond to the needs of the changing student population. Deans of Women, separate dormitory and gymnasium facilities, women's organization, and attention to male and female social interaction on campus were examples of how student services had adapted to the changes brought about by coeducation. Contains nine references. (JB)

ED 388 155 HE 028 698

Cisneros, Henry G.
The University and the Urban Challenge. Revised Edition.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C.
PUB DATE- Feb 95
NOTE- 30p.; First in a series of essays from Housing and Urban Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; Economic Factors; Economic Opportunities; Employment Opportunities; Federal Programs; Grants; Higher Education; Institutional Role; Partnerships in Education; *School Community Relationship; *Urban Improvement; Urban Problems; *Urban Universities
IDENTIFIERS- *Department of Housing and Urban Development; Dewey (John)

Because of their concern for security, sense of responsibility as publicly supported institutions, and programs for service-learning, many universities are closely linked to their urban communities and have much to offer these centers. American colleges and universities possess a wealth of intellectual and economic resources that they can bring to bear on the problems of cities. John Dewey's beliefs that school and society are one and that real advances in knowledge occur by means of a focus on the central problems of society are now widely accepted in academic circles. Colleges and universities are also important economic entities generating jobs and taxes in their communities and growing as local and regional centers of economic development. Many colleges and universities are helping revitalize their local neighborhoods and communities. In response, the Department of Housing and Urban Development established the Office of University Partnerships in July 1994 which will offer institutions of higher education the following grant programs for community-building activities: Community Outreach Partnership Centers, Historically Black Colleges and Universities, Joint Community Development Program, Doctoral Dissertation Research Grants, and Community Development Work Study. (Contains 35 reference notes.) (JB)

ED 388 156 HE 028 699

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through June 1995. Prepared for the Use of the Committee on Economic and Educational Opportunities of the U.S. House of Representatives and for the Committee on Labor and Human Resources of the United States Senate, One Hundred Fourth Congress, First Session. Committee Print.
PUB DATE- Jul 95
NOTE- 688p.; Serial No. 104-J.

number of full-time equivalent employees in postsecondary education programs. The final section on intercollegiate athletics displays actual revenue sources and expenditures for intercollegiate athletics for 1994 and estimated revenues for expenditures for 1995. (JB)

ED 388 174 HE 028 717

Vernez, Georges; McCarthy, Kevin
Public Costs of Immigration. Testimony before the Subcommittee on Immigration and Claims, U.S. House of Representatives.
PUB DATE- Apr 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accounting; *Cost Estimates; *Data Collection; Higher Education; *Immigration; Income; Policy Formation; Public Policy; Research Design; Statistical Data; Undocumented Immigrants
IDENTIFIERS- Immigrant Amnesty; *Immigration Impact; Public Services

This testimony summarizes in four propositions results from a review of recent estimates of the net federal, state, or local costs of immigration and is designed to explore why these cost estimates vary so widely and how to develop more credible cost estimates. First, the testimony proposes that various studies of the cost of immigration agree only that currently illegal immigrants are net consumers of public services. Second, that there is no agreement and no reliable estimate of the size of that net public cost for three major reasons: because studies differ in their estimates of the size and incomes of the immigrant population, because of different ranges of public services and public revenues included in the estimates, and because there is a lack of reliable information on such basic parameters as number of immigrants, their incomes, and their tax rates. Third, that the true net cost of immigrants must come from a consistent accounting framework and collection of additional data. Fourth, the testimony concludes that, in a departure from the past, these cost questions have been considered in connection with determining how many immigrants should be allowed to enter the country annually. (JB)

ED 388 175 HE 028 718

Military Physicians: DOD's Medical School and Scholarship Report to the Congressional Requesters.
PUB DATE- Sep 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Effectiveness; Costs; Educational Quality; Higher Education; Labor Turnover; *Medical Education; Military Personnel; Military Schools; *Military Service; Military Training; *Physicians; Scholarships
IDENTIFIERS- Department of Defense; *Uniformed Services Univ of the Health Sciences MD

In response to congressional mandate and in light of proposals to close the Uniformed Services University of Health Sciences (USUHS), this study reviewed issues related to USUHS and other means through which the Department of Defense (DOD) obtains training were more likely to continue their education in one form or another. A majority of respondents thought that it was important for state land-grant universities to provide multiple services, including off-campus instruction and services for older students. Three appendixes provide information on the survey methodology, additional data tables, and a reprint of a short article based on the same 1995 survey, entitled "The Public View of Land Grant Universities: Results from a National Survey" by James A. Christenson and others. (MDM)

ED 388 194 HE 028 738

Brand, Myles
State of the University.
PUB DATE- 12 Sep 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Centralization; *College Administration; College Faculty; College Instruction; *College Presidents; *College Role; College Students; Decentralization; *Educational Attitudes; Educational Change; *Educational Quality; Higher Education; Long Range Planning; School Community Relationship; *State Universities; Strategic Planning
IDENTIFIERS- *Indiana University

This paper presents the remarks of the President of Indiana University (IU) concerning the state of the university in 1995. It discusses excellence in education and research at IU, noting the contributions of various nationally-recognized faculty, graduates, and current students. The speech also reviews the rapid growth of IU in recent decades, focusing on the institution's budget, state financial support, voluntary support, and academic programs, as well as state and national trends affecting universities in general and IU in particular. It outlines the Strategic Directions project, which is designed to improve the quality of education at IU through emphasis on teaching and research excellence, educational partnerships, institutional responsibility and accountability. The speech concludes by addressing the issue of centralization versus decentralization among IU's campuses, schools, departments, and support units. (MDM)

ED 388 195 HE 028 739

Zickrick, Mark
A Review of State-Funded Grant Programs for Post-Secondary Students. Issue Memorandum 95-05.
PUB DATE- 16 May 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; *Educational Policy; Grants; Higher Education; Need Analysis (Student Financial Aid); Program Budgeting; *State Aid; State Legislation; *State Programs; *Student Financial Aid; *Tuition Grants; Veterinary Medical Education
IDENTIFIERS- *South Dakota

This memorandum examines state higher education funding in South Dakota for fiscal year (FY) 1996, describing five state-funded tutoring is based on four instructional modes: demonstration, exploration, coaching, and critiquing; and (3) within every mode the development of progressively more complex prototypes is foreseen, and tutoring in every mode involves the two levels of knowledge representation. The evolution of prototypes can be roughly divided into three phases according to the complexity of the knowledge structures involved, each of which is outlined. Safari prototyping of the Flo-Gard 6201 Volumetric infusion pump is descried as an example. Three figures illustrate concepts and the infusion pump prototype. (MAS)

ED 388 214 IR 017 363

Greenburg, J. M.
Integrated Multimedia in Distance Education.
PUB DATE- 94
NOTE- 6p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Distance Education; Foreign Countries; Higher Education; *Humanities Instruction; *Integrated Learning Systems; Multimedia Instruction; *Multimedia Materials
IDENTIFIERS- *Homer; Iliad; Odyssey; *Open University (Great Britain)

The British Open University delivers distance education to over 200,000 students per year. The University has been a multimedia institution since its inception and in addition to printed materials, currently ships to students in a single year: over 34,000 special equipment kits, around one million audiocassettes, over 100,000 videocassettes, and over 350,000 computer disks. The University has been looking at ways of creating integrated multimedia learning environments for students for a number of years. It was decided to find an existing course which lends itself to an integrated multimedia approach and establish a multimedia presentation that enhances the students' learning experience. The "Homer Project," consists of Homer's "Iliad" and "Odyssey" and commentary text for each; 15 essays from "Homer: Readings and Images"; two 120-minute videocassettes; four 90-minute and one 60-minute audiocassettes; and five printed guides which relate to and integrate the preceding items. The learning environment allows the student to progress along a prescribed study route on a weekly basis. Materials are integrated into the studies and are independently accessible by the students: Poems (the complete texts of the "Iliad" and the "Odyssey"); Library (a number of essays and companion texts to the poems); Sites (site plans and audiovisual material associated with Troy and Mycenae); Skills (activities to improve archaeological and literary skills); Museum (photographs of relevant artifacts held in museums and audiovisual material linking them to Troy and Mycenae); and A-Z (a chronological table relevant to the period covered on the poems). Developmental testing of this learning environment in order to determine educational effectiveness is currently taking place before the course is offered for credit. (MAS)

ED 388 215 IR 017 364

relationship among definitions of the vocabulary is often inconsistent. In addition, a set of standardized definitions is proposed. They include: (1) (sequential) text: documents presenting text to be used in a sequential manner; (2) hypertext: documents presenting text to be used in a nonsequential and/or sequential manner; (3) multimedia: documents presenting media to be used in a sequential manner; and (4) hypermedia: documents presenting media to be used in a nonsequential and/or sequential manner. The establishment of these definitions is based on three characteristics of documents: linearity, modality, and singularity. The three characteristics reflect the use of the terms "hyper," "medium," and "multi," respectively. Examples and comparisons of different types of documents are discussed. Four figures illustrate concepts. (Contains 12 references.) (Author/MAS)

ED 388 232 IR 017 381

Cheyney, M.; And Others
CONFERENCE ON A DISK: A Successful Experiment in Hypermedia Publishing (Extended Abstract).
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Computer Software Development; Conference Papers; *Conference Proceedings; Electronic Publishing; Higher Education; Hypermedia; *Multimedia Materials; Nonprint Media; *Optical Data Disks
IDENTIFIERS- Dartmouth College NH

Academic conferences are a long-standing and effective form of multimedia communication. Conference participants can transmit and receive information through sight, speech, gesture, text, and touch. This same-time, same-place communication is sufficiently valuable to justify large investments in time and travel funds. Printed conference proceedings are attempts to recapture the value of a live conference, but they are limited by a fragmented and inefficient approach to the problem. This problem was addressed in the multimedia proceedings of the Dartmouth Institute for Advanced Graduate Studies (DAGS) '92 conference. The recently published CD-ROM delivers text, graphics, audio, and video information as an integrated whole, with extensive provisions for random access and hypermedia linking. The CD-ROM includes: a navigation shell that facilitates hierarchical navigation in hyperspace; hypertext of the 22 papers presented; Apple QuickTime movies of the eight invited speakers delivering the conference talks along with the slides they marked during their talks; hyperlinks connecting relevant parts of the proceedings; and a bibliography. This project provides a model for future conference publications and highlights some of the research issues that must be resolved before similar publications can be quickly and inexpensively produced. (Author/MAS)

ED 388 233 IR 017 382

Chun, Dorothy M.; Plass, Jan L.
Assessing the Effectiveness of Multimedia in Language Learning

IDENTIFIERS- Department of Education

Students who are deaf often have great difficulty in accessing written English. A "bilingual" approach to education may help deaf students improve their literacy skills. This paper explains work in progress regarding two projects supported by the United States Department of Education, which explore the potential of interactive video technology and sign language for improving reading comprehension and test-taking skills of deaf junior high and senior high school students. These projects feature: student access to one or more signed versions of English to help them understand any portion of the target text; a sign language dictionary of difficult words or phrases; and instruction, questions, and corrective feedback provided in sign language as well as text. Use of the multimedia technology and sign language appear highly motivational to students. A number of factors seem to influence students' capacity to benefit from sign language helps: sign language comprehension skills of students; level of prior language-related reasoning experience; prior knowledge of the topics; knowledge of the operation of the computer system; and beliefs about the usefulness or appropriateness of sign language. (Contains 12 references.) (Author/MAS)

ED 388 251 IR 017 400

Harris, Julian; Maurer, Hermann
HyperCard Monitor System.
PUB DATE- 94
NOTE- 6p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Foreign Countries; Multimedia Materials; *Statistical Analysis; Statistical Data; *Use Studies
IDENTIFIERS- Computer Users; *HyperCard; *Monitoring

An investigation into high level event monitoring within the scope of a well-known multimedia application, HyperCard--a program on the Macintosh computer, is carried out. A monitoring system is defined as a system which automatically monitors usage of some activity and gathers statistics based on what is has observed. Monitor systems can give the authors of a program or system accurate statistics on how their product is being used. An attempt is made to gather and process user's actions at a high level, enabling accurate and quantitative statistical analysis to be performed. This type of information is either very difficult or impossible to obtain through other methods. The HyperCard monitor works by inserting itself in the HyperCard message-passing hierarchy and setting up handlers for all messages considered useful for data gathering. Monitor data can be used to analyze a particular user for a particular work session, or to offer a head to head comparison of users over many sessions. Overall, the HyperCard Monitor System was found to be very effective, and many of the general concepts used for the system could be extended to the operating system (OS) level if such an OS provided a facility for generating and interpreting high level events of this nature. Performance on a Macintosh Quadra 700 was very good and the resulting data output was very compact--tests revealed about 50k of data per user per half hour. Contains six references. (MAS) management of a patient. Advantages include allowing students to have access to conditions which may not be routinely encountered in the clinical setting, posing no risk to an actual patient, providing an enhanced sense of reality, providing immediate feedback, and evaluating a student's response. Development of the patient simulator in this study included an analysis stage to determine users' requirements and to model knowledge, the design stage to encode the models of knowledge, and the implementation stage to evaluate effectiveness. Twelve students from various academic fields evaluated the patient simulator for ease of use, consistency and speed, diagnosis and treatment scenario representation, accuracy of the clinical problem simulation, accuracy and value of the feedback and the effectiveness of the student evaluation models. The main conclusions were that the patient simulator is a useful tool in testing the diagnostic and treatment skills of medical students and that the user interface requires further development to ensure its full acceptance in the field of medical education. (Contains 16 references.) (AEF)

ED 388 270 IR 017 419

Major, Nigel
Evaluating COCA--What Do Teachers Think?
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Authoring Aids (Programming); Case Studies; *Computer Assisted Instruction; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Effectiveness; *Instructional Material Evaluation; *Intelligent Tutoring Systems; Questionnaires; *Teacher Attitudes
IDENTIFIERS- *COCA (Authoring Aid)

COCA, which consists of both authoring tools and a runtime shell, is a system intended to provide teachers with genuine access to intelligent tutoring system (ITS) technology and to give them control over domain material and teaching strategies. To evaluate the effectiveness of COCA, 10 subjects (five university teachers and five school teachers) were given an authoring task and asked to complete a questionnaire. The subjects were presented with domain material (the American Revolution), an initial teaching strategy and a meta-teaching strategy in the form of prepared knowledge bases, and a set of instructions for altering the teaching behavior of the final system and extending the domain material. The questionnaire covered the general use of COCA, the suitability of the teaching strategy representation, the domain representation, and how subjects' opinions of AI (artificial intelligence) in general and COCA in particular had changed as a result of the task. Results indicate that school teachers' attitudes toward AI improved and university teachers' attitudes remained positive; COCA was found to be successful for simple tutoring systems, yet too difficult to use. (Contains 17 references.) (AEF)

ED 388 271 IR 017 420

environment; the attributes of every interaction influence the generated sound. The following factors influence users in human/computer interaction: the organization of the learning environment, the content of the learning tasks, the temporal share of the activity on the screen in proportion to the whole activity, the content of computer support, and the user friendliness of the interactive system. An experiment that investigated the effects of audio feedback showed that the results of a database query at the user interface with individually selective acoustic feedback were as good as with a previously adjusted standard interface without any acoustic feedback. The results of a second experiment showed that sound feedback significantly improves the performance of operating and controlling the simulation system of an assembly line with 38 difference sounds. A framework concept for the description of sounds is presented in which sounds can be represented as auditory signal patterns along several descriptive dimensions of objects interacting in an environment. The methodology can be demonstrated by the falling of a spherical elastic object onto a linear elastic beam. Rather than assigning an unchangeable sound to an object or operation, which results in a synthetic tone, a sound should be calculated in real time and be context sensitive. (Contains 19 references.) (AEF)

ED 388 288 IR 017 437

Recker, Margaret M.
A Methodology for Analyzing Students' Interactions within Educational Hypertext.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Interfaces; *Computer System Design; Educational Technology; Feedback; *Hypermedia; *Interaction; Learning Strategies; Programming; Search Strategies; *Students; Use Studies
IDENTIFIERS- Browsing; Learning Environment; Navigation (Information Systems)

This document presents a theoretical approach and a methodology for analyzing data from students interacting with and learning from hypermedia systems. Interactions are mutually influenced by individual students' goals and strategies and the actions supported by the interface of the learning environment. The approach is illustrated by modelling data from an empirical study in which students browsed through a hypertext instructional environment to learn about programming concepts. By using the explanatory power of the computational model, interactions can be analyzed to determine patterns of use. Results obtained from this method of analysis yield specific feedback on system design and prescriptions for improving the design. More theoretically, they provide insights on the nature of human cognition and learning in the context of interactive educational technologies. There are a number of implications for design: (1) it is important to provide high-level navigational aids within hypermedia; (2) designers need to encourage the development of alternate browsing strategies; (3) instructional examples, which are highly valued by students, are important; (4) hypermedia interfaces should also function

NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Computer Software Development; Higher Education; History Instruction; *Hypermedia; Learning Strategies; Problem Solving; *Student Developed Materials; *Student Research; Synthesis; Theater Arts
IDENTIFIERS- *Philadelphia Project; Story Boards; University of Washington

The absence of an authoring agency in higher education is often reflected in the bewilderment of students who feel they have been forced to take courses which have no relevance to their life goals and interests. At the University of Washington School of Drama, a project was developed to involve undergraduates in the development of an open-ended hypermedia document by building a document out of students' research and scholarship. In "The Philadelphia Project," a hypermedia application was developed which would provide different learning environments for various learner types. The project focused on the city of Philadelphia and the Chestnut Street Theatre during the period between 1790 and 1835. In the first seminar, questions were explored on how people learn, and how computer assisted instruction (CAI) materials might be developed which could accommodate various learning strategies. A second seminar saw students working together to develop a storyboard of ideas, and then background research on the selected topic. In a period lasting over 18 months, preparations included costumes, rehearsals, and production of live action footage, the development of tutorials to accompany the clothing and costume pictorial data, and the production of a laser disk. The most important lesson to emerge from this experiment was that in hypermedia use, form follows problem solving and discoveries which result from students synthesizing information into knowledge and knowledge into understanding. (AEF)

ED 388 306 IR 017 455

Woodman, Mark; And Others
Using a Computerized Relational Glossary for Syllabus Design and Student-Centered Study.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Development; *Concept Teaching; *Course Descriptions; Curriculum Design; Educational Technology; Foreign Countries; *Glossaries; Higher Education; *Hypermedia; *Material Development
IDENTIFIERS- *HyperCard; Open University (Great Britain)

A hypertext application is being developed at the Open one semester. Surveys were mailed to 767 students who attended TC in either fall 1992 or spring 1993 but did not re-enroll in the following semester. Study findings, based on student records and surveys received from 98 former students, included the following: (1) of the 767 students, 452 were female, 447 were freshmen, and 308 were white; (2) for the 98 respondents, 40 cited transfer to another institution as a main reason for not returning; (3) 48 of the respondents cited scheduling difficulties, with conflict with work schedules indicated most often; (4) family responsibilities were cited by 53 students, including child care needs, elder care needs, and family and personal illness or accident; and (5) financial reasons for not returning were reported by 76 respondents, giving this category the most number of responses. Based on responses, it was determined that an estimated one-third of potential non-returning students could be retained by offering child care services, expanded course offerings, and a weekend college. (Includes students comments to open-ended questions.) (KP)

ED 388 325 JC 950 508

Survey Results of 1993 Graduates, Kent State University Trumbull Campus.
PUB DATE- 1 Dec 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; *College Environment; Education Work Relationship; Graduate Surveys; Multicampus Colleges; *Outcomes of Education; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Vocational Followup
IDENTIFIERS- Kent State University OH Trumbull Campus

In October 1993, the Trumbull Campus of Kent State University (KSU), in Ohio, conducted a survey of all 123 graduates from spring 1993 to determine employment outcomes and graduates' assessment of campus academic programs, services, and overall environment. Study results, based on responses from 67% (n=86) of the graduates, included the following: (1) 47 of the graduates were female and 82 were Caucasian; (2) 76% were currently employed, with 53 graduates employed full-time and 12 employed part-time; (3) 42% indicated that their job was very related to their area of study, 22% that it was somewhat related, and 36% that it was in an area not related to their studies; (4) 44 graduates were continuing their education, with 40 pursuing bachelor's degrees, 4 pursuing associate degrees, 28 attending full-time, and 16 attending part-time; (5) students reported taking an average of 3.95 years to graduate from Kent Trumbull; (6) with respect to graduates' assessment of campus services, graduation services were rated the highest at 3.32 out of 4, followed by student records at 3.30 and teaching quality at 3.24; (7) the lowest rated services were advising at 2.51, student activities at 2.74, and career planning at 2.79; and (8) respondents gave the campus an overall rating of 8.08 on a 10-point scale. Based on student comments, it was recommended that the campus improve academic advising through better training and management, develop strategies for dealing with stress among student records staff, place more emphasis on job placement, and expand evening and weekend course offerings. (Includes student comments and a list of employment positions and employers.) (KP)

ED 388 326 JC 950 509

*College Planning; Community Colleges; Educational Improvement; Educational Objectives; Program Development; Program Effectiveness; Program Implementation; Self Evaluation (Groups); State Standards; Strategic Planning; *Teacher Participation; Two Year Colleges
IDENTIFIERS- *New Mexico State University Alamogordo

In September 1994, the New Mexico Commission on Higher Education issued standards for the State Postsecondary Reporting Entity (SPRE). To comply with these standards, New Mexico State University-Alamogordo (NMSU-A) decided to use its Integrated Assessment and Strategic Planning (IASP) process, developed during a pre-accreditation self-study in 1993. To manage the increasing number of accountability requirements, the IASP committee established an Outcomes Committee to develop a SPRE compliance matrix. In developing the matrix, the Committee worked from five main goals: (1) develop an understandable matrix that would include all the standards and criteria the college faced; (2) research and develop ways to measure the effectiveness of student learning and success after the completion of a program; (3) develop a catalog of every external reporting requirement needing assessment; (4) analyze the cost of survey instruments; and (5) research and develop an effective method of measuring students' ability to complete programs. Problems encountered in developing the matrix included determining which standards may become serious issues, the cost/benefit ratio of periodically reviewing accountability standards, which standards are the most relevant for the college, and which institutional unit will be responsible for SPRE compliance. Now that the matrix has been developed, NMSU-A will need to compile other matrices for each institutional mission and purpose, implement a time-line for assessment, and design an internal audit system to ensure compliance with onsite reviews. (KP)

ED 388 343 JC 950 527

New Student Inventory Survey Results, FY 1995. Research Monograph II.
PUB DATE- Jul 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Career Planning; *College Freshmen; Community Colleges; Comparative Analysis; Educational Background; Educational Environment; *Educational Experience; Educational Needs; *Educational Status Comparison; *Parent Background; Parent Influence; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- Tulsa Junior College OK

In the 1994-95 academic year, the Southeast Campus of Tulsa Junior College, in Oklahoma, conducted a survey of new students to determine differences in educational perceptions and expectations based upon the educational background of the students' parents. Questionnaires were distributed to all incoming students, with 1,579 completed questionnaires being received. Respondents were divided into four groups according to their parent's educational background: (1) high school or less, comprising 29.5% of the sample; (2) come college, comprising 34.5%; (3) Bachelor's degree, comprising 20.5%; and (4) post Bachelor's degree, comprising 15.5%. The questionnaire contained 30 questions designed to assess 6 basic components:

hours of comparable general education courses fulfilling graduation requirements be available at and transferable among all state postsecondary educational institutions. A February 1994 report indicated that the 30 semester hours transferred among all institutions except Indiana Vocational Technical College (IVTC). Of the 10 general education courses identified for transfer by Indiana institutions, two (American History I and Philosophy I) had either never been taught at IVTC or had not been taught in many years. A subsequent study undertaken in 1995 to examine progress indicated that beginning in 1993-94 American History was offered in 5 of the 13 IVTC regions. The study also examined the level of transferability of the other eight general education courses with other Indiana institutions. This analysis indicated that Purdue University's West Lafayette and North Central campuses had made the most progress in developing transfer agreements with IVTC, accepting 27 of the 37 general education courses offered by IVTC. The state's other university systems have also worked out transfer agreements with individual IVTC campuses for the eight courses, as well as for American History and Philosophy, when and if that course is offered at IVTC. Finally, it was determined that seven of the eight mathematics courses offered at IVTC transferred to two or more public campuses. The study concluded that significant progress had been made toward fulfilling the legislative mandate and that the Technical College had made significant progress in strengthening general education offerings. (KP)

ED 388 360 JC 950 545

Ivy Tech Program Transfer Agreements with Four-Year Institutions: A Working Paper.
PUB DATE- 3 May 95
NOTE- 72p.; Prepared as Agenda Item B for a meeting of the Indiana Commission for Higher Education (Indianapolis, IN, August 11, 1995). For a related document, see JC 950 544.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; Bachelors Degrees; *College Credits; General Education; *Intercollegiate Cooperation; *State Standards; *Transfer Policy; Two Year Colleges; Universities; Vocational Education
IDENTIFIERS- *Indiana Vocational Technical College

In 1987, the Indiana Commission for Higher Education recommended that the Indiana Vocational Technical College (IVTC) system and other state postsecondary educational institutions work cooperatively to develop associate degree programs designed to articulate with related baccalaureate degree programs. In May 1995, the state undertook an examination of the status of the associate degree programs in terms of the extent of credit transfer from IVTC to other public institutions, the basis of program transfer agreements, the transfer of credits to related bachelor's degrees, and program agreements with independent and out-of-state institutions. Findings included the following: (1) based on the agreements reached on general education courses alone at IVTC (also known as Ivy Tech), virtually every IVTC associate degree program transferred at least some credits to public, four-year institutions; (2) programs transferred a minimum of 6 semester hours of GE credits, while the majority transferred from 9 to 12 semester hours; (3) the two different bases for program transfer agreements were program articulation agreements and course-by-course agreements; (4) 13 independent

ED 388 377 JC 950 565

Long, Thomas L.
Technological Education and the Postmodern Humanities.
PUB DATE- 10 Nov 95
NOTE- 17p.; Paper presented at the National Conference of the Community Colleges Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Conflict of Interest; Corporate Education; Educational Change; Educational Philosophy; General Education; *Humanities; Labor Force Development; Partnerships in Education; Role Conflict; *Role of Education; *School Business Relationship; *Technical Education; Two Year Colleges
IDENTIFIERS- *Postmodernism

For many students, the community college is the first and perhaps only place where technological and humanities instruction will be articulated. It is suggested that technology has never been far from the set of practices, usually academic, called "humanities" and the boundary between the two has long been unstable and contested. However, while technology is generally viewed as ideologically neutral, widespread business/education partnerships have imposed commercial and technological agendas and metaphors on education at the colleges. Confusion among humanities faculty over the issue has prevented a critique of commercial and technological ideologies dominant on many campuses. Partnerships with business are understandably attractive to education; the single most frequently cited benefit to such partnerships is that they provide new sources of funding. However, these partnerships also bring along such elements of the business agenda as a profit-obsessed consumerism, an alienating vocationalism, and a ruthless utilitarianism. Students become alternately the "customers" or the "products" of the business of education. This language is not particularly disturbing because it replaces humanist jargon with corporate jargon, but because it signifies the commoditization of learning. The humanities should not resort, however, to self-defensive assertions of vitality in terms of business culture or retreat to nostalgic exile. Instead, the humanities recuperated by a postmodern turn to critical, rhetorical, and historicist analysis, can expose the ideological underpinnings of consumer technoculture, rather than merely complaining about it or collaborating with it. (Contains 16 references.) (TGI)

ED 388 378 PS 022 265

For Your Child's Sake...Establish Paternity and Collect Child Support.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Support; Child Welfare; *Fatherless Family; Legal Responsibility; *One Parent Family; Parent Child Relationship; Parent Responsibility; *Unwed Mothers
IDENTIFIERS- *Child Support Enforcement; Child Support Enforcement Services; *Paternity Establishment; Single Parents;

ED 388 397 PS 023 663

Lindvall, Rebekah
Addressing Multiple Intelligences and Learning Styles: Creating Active Learners.
PUB DATE- May 95
NOTE- 66p.; Master's Research Project, Saint Xavier University of Illinois.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Active Learning; Behavior Problems; *Cognitive Style; Curriculum Development; Educational Strategies; Elementary School Students; Grade 3; Individual Differences; *Intelligence; Primary Education; *Student Attitudes; Student Needs; Teaching Methods; *Time on Task
IDENTIFIERS- *Multiple Intelligences

This report describes a program employing the theory of multiple intelligences and individual learning style in order to increase time on task, increase retention of academic material, and decrease fluctuations in distracting behaviors in classrooms. Seventeen third grade students in the targeted classroom of an elementary school were surveyed on students' preferences in learning styles and teaching methods related to the 7 intelligences. In addition, academic assessments, teacher observations, parent questionnaires, student questionnaires, and interviews were analyzed. The results indicated that analyzing students' needs and preferences, and making accommodations to conform to those needs in the classroom, encouraged students to become increasingly engaged in their learning. This strategy also resulted in increased time on task, decreased behavioral problems, and increased retention of academic materials by the targeted students. Seven appendices contain samples of the forms for the student survey, parent survey, student observation, student interviews, lesson plans, accommodations based on classroom accommodations, and examples of culminating activities for the study of the Middle Ages. Contains 30 references. (AP)

ED 388 398 PS 023 666

Johnson, Linda; And Others
Improving Student Behavior.
PUB DATE- May 95
NOTE- 114p.; Master's Research Project, St. Xavier University of Illinois.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Behavior Problems; *Community Involvement; Elementary Education; Elementary Schools; *Elementary School Students; Intervention; Junior High Schools; Junior High School Students; Learning Disabilities; Middle Schools; *Mixed Age Grouping; *Peer Relationship; Self Esteem; *Student Behavior
IDENTIFIERS- *Middle School Students; Rockford School District 205 IL

This thesis describes the implementation of a cross-age program to reduce negative classroom behavior and promote community identity among students in elementary and middle schools in Rockford, Illinois. The targeted population consisted of

of the four stages found that the staff were able to develop an effective action plan that led to real improvements in the quality of the children's education. The playgroup practitioners showed considerable development in their style of engagement and interaction with the children. The limitations and key issues uncovered by the research are also discussed. An appendix contains information on the observation rating scales used in the research and Chatterbox Playgroup vignette. (Contains 87 references.) (MDM)

ED 388 418 PS 023 702

van der Aalsvoort, Diny G. M.; Bakker, Joep T. A.
Teacher Evaluation of Academic Performance with Third Graders in Regular Education.
PUB DATE- Aug 95
NOTE- 16p.; Paper presented at the EARLI Conference (Nijmegen, Netherlands, August 26-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary School Students; Foreign Countries; Grade 3; Interpersonal Relationship; Primary Education; *Student Behavior; *Student Evaluation; Student Improvement; *Teacher Behavior; *Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- Netherlands

This study investigated the changes in teacher evaluation of students after having participated with them in a scholastic task, and showed the relationship between evaluation and teacher behavior towards the students in regular and special education, and towards children in preschool in the Netherlands. Subjects evaluated by their teachers were 220 third graders from 10 regular education schools. Four students from each school were selected to perform a research task with their teacher which consisted of five problems from grade four mathematics books. The performance was videotaped and analyzed using the following measurements: the social support of the teacher; the competence of the child; the quality of arithmetic instruction; the regulative behavior; and the mediation quality. The results showed that there were significant differences on the evaluation ratings before and after the intervention in favor of the low-rated children. The discussion focuses on whether the changes in the evaluation of academic performance after the intervention are related to the confrontation with the actual performance or to changes in the self-fulfilling prophecy since the factor structure of the evaluation changed only in the case of the pupils rated as low. Contains 12 references. (AP)

ED 388 419 PS 023 706

Edelman, Marian Wright
The Measure of Our Success: A Letter to My Children and Yours.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Biographies; *Child Advocacy; Child Rearing; *Child Welfare; Educational Attitudes; Family Role; Government Role; Humanitarianism; *Parent Attitudes; Parent

(Herrerias); (12) "Noncustodial Fathers Following Divorce" (Fox and Blanton); (13) "Noncustodial Parents: Emergent Issues of Diversity and Process" (Arditti); (14) "Never Married/Biological Teen Mother Headed Household" (Prater); (15) "Young Nonresident Biological Fathers" (Marsiglio); (16) "Context and Surrogate Parenting among Contemporary Grandparents" (Burton and others); (17) "Adoptions by Single Parents" (Shireman); (18) "Single Parenting in Families of Children with Disabilities" (Boyce and others); (19) "Single Parent Widows: Stressors, Appraisal, Coping, Resources, Grieving Responses and Health" (Gass-Sternas); (20) "Widowers as Single Fathers" (Burgess); (21) "Single Parent Families" A Bookshelf" (Schlesinger); (22) "Video/Filmography on Single Parenting" (Kimmons); (23) "Resources for Single Parent Families" (Julian); (24) "Quality of Life and Well-Being of Single Parent Families" (Ihinger-Tallman); and (25) "From Stereotype to Archtype" (Jeter). (HTH)

ED 388 438   PS 023 763

West, Jerry; And Others
Child Care and Early Education Program Participation of Infants, Toddlers, and Preschoolers. Statistics in Brief.
PUB DATE- Oct 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Day Care; *Day Care Centers; Educational Attainment; *Enrollment; Enrollment Trends; *Family Day Care; Family Income; National Surveys; *Preschool Education; Racial Differences; Research Methodology; *Socioeconomic Influences; *Young Children
IDENTIFIERS- National Household Education Survey

This report contains the first release of information from the 1995 National Household Education Survey (NHES) on the care and educational experiences of young children who have not yet entered kindergarten. Describing infants', toddlers', and preschoolers' participation in a variety of early care and education settings, the document includes both home- and center-based arrangements. The survey found that of children under age 6, 31 percent participated in center-based programs, 21 percent participated in home-based relative care, and that 18 percent participated in home-based nonrelative care. Survey results also indicate that children's participation in center-based programs increased with household income and mother's education, and that more children received nonparental care and education on a regular basis as they grew older. Children who are very young, who are members of racial or ethnic minority groups, who are in lower income households, or who have mothers who did not graduate from college were more likely to be cared for by relatives, while their counterparts were more likely to be cared for by nonrelatives. A discussion of survey methodology is included. (MDM)

ED 388 439   PS 023 764

Nolin, Mary Jo; And Others
Student Victimization at School. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 9p.

growing proportion of the population served by public schools. Pregnant and parenting students face significant barriers to academic achievement, largely because traditional school environments often conflict with the competing demands of pregnancy and child rearing. Moreover, the children of teen parents are themselves at high risk for educational failure, as their prospects for academic success are directly correlated with the educational attainment of their mothers. Both the size of this population and its high risk of educational failure make issues relating to pregnant and parenting teens particularly relevant to the national education goals. This report examines the issue, focusing primarily on teen mothers rather than teen fathers, as teen mothers with children to care for vastly outnumber teen fathers and represent a much greater proportion of the school-age population. Following an introduction, the report discusses: the relationship between the national education goals and pregnant and parenting teens; legal requirements relating to pregnant and parenting teens and Goals 2000; strategies for success; federal education reform legislation and the implications for efforts to assist pregnant and parenting teens; and recommendations for state education agencies. A conclusion emphasizes the necessity for educators to ensure that pregnant students and their children receive the assistance they need to succeed in school if the national education goals are to become a reality. Contains 44 references. (TJQ)

ED 388 457 PS 023 952

Great Transitions: Preparing Adolescents for a New Century. Concluding Report.
PUB DATE- Oct 95
NOTE- 168p.; Executive Summary appearing on pages 9-15 also published separately, see PS 023 953.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Change Strategies; Childhood Needs; Child Rearing; Community Change; Developmental Stages; Elementary Secondary Education; Emotional Development; *Health Promotion; Life Events; Mass Media Effects; Parent Child Relationship; Physical Development; Social Services; Well Being
IDENTIFIERS- Adolescent Attitudes; Carnegie Council on Adolescent Development

The Carnegie Corporation's Council on Adolescent Development builds on the work of many organizations and individuals to stimulate sustained public attention to the risks and opportunities of adolescence, and generates public and private support for measures that facilitate the critical transition to adulthood. This document explores some of the risks of adolescence--which encompasses ages 11 and 12 in early adolescence and 17 and 18 in late adolescence. The report also gives recommendations for meeting the essential requirements of healthy adolescent development and adapting pivotal institutions to foster healthy adolescence. Following an executive summary, the report presents the following chapters. (1) "Early Adolescence: The Great Transition"; (2) "Growing Up in Early Adolescence: An Emerging View"; (3) "Old Biology in New Circumstances: The Changing Adolescent Experience"; (4) "Reducing Risks, Enhancing Opportunities: Essential Requirements for Healthy Development"; (5) "Reengaging Families with Their Adolescent Children"; (6) "Educating Young

American barrio, to a middle-class suburb when she finds their modest apartment has been robbed. The move means that Lincoln will no longer play basketball at Franklin Junior High, but will play at Franklin's rival, Columbus. Like his new neighborhood, Lincoln's new school is different: the majority of students are White and from well-to-do families. Lincoln begins to miss his old school and friends, especially his closest friend and teammate Tony. He feels bad that most of the players from Franklin wear worn K-Mart sneakers, while Columbus team members wear Air Jordans. Although he is playing basketball for Columbus, Lincoln finds he still feels loyal to his old team. When Franklin and Columbus face each other in a league game, Lincoln worries about how he can play his best with his new White friends against his old buddies. As the day of the game arrives, Lincoln's own internal conflict is as intense as the battle between the two teams. But when the game is over, Lincoln realizes he has learned important lessons about winning, loyalty, change, and friendship. Includes English translations of Spanish words and phrases. (LP)

ED 388 476 RC 020 304

Country Stars: Promising Practices for Rural At-Risk Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Early Childhood Education; *Educational Practices; Educational Resources; Elementary Secondary Education; *High Risk Students; Intervention; *Organizations (Groups); Parent Education; Periodicals; Potential Dropouts; Program Descriptions; *Remedial Programs; *Rural Education; Rural Schools; School Community Relationship
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This directory describes programs for serving at-risk students in rural small schools in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Section 1 lists 72 programs by state, including 8 programs that were added to the directory in 1995. Each entry includes target population; a brief description of program features; the school/community context; program costs, sources of funding, and other implementation specifics; and contact information. Interventions target various populations, including pregnant teenagers, students with disciplinary problems, low-achieving students, young children, parents, dropouts, economically disadvantaged youth, academically gifted students, and rural students. Section 2 lists organizations and other resources associated with rural small school improvement, including national and regional centers, consortia, councils, information clearinghouses, and technology-related networks. Also included are listings of rural journals and periodicals and state-specific organizations that focus on rural issues and education. Section 3 contains definitions used to identify at-risk and dropout students in the five states. The most commonly cited definition of a dropout is a student who leaves school for any reason, except death or transfer to another school, without graduating or completing a program of studies. Criteria for identifying at-risk students include student characteristics, school factors, and attitude and performance indicators. (LP)

(ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Cultural Differences; *Culturally Relevant Education; *Culture Conflict; *Educational Strategies; Elementary Secondary Education; *Potential Dropouts; *School Community Relationship
IDENTIFIERS- *Discontinuity; ERIC Digests

American Indian and Alaska Native (AI/AN) students regularly face obstacles during the transition to high school and have the highest dropout rate of all U.S. racial and ethnic groups. Educational theorists and researchers have various explanations for this high failure rate, each with its own prescriptions. These explanations include: (1) deficit theory focused on presumed "deficits" of individuals and families; (2) organizational theories focused on structure and practices of schools and school systems; (3) critical theory, emphasizing powerful economic and political structures that create winners and losers; (4) sociolinguistics, examining miscommunication between students and teachers from different cultures; and (5) cultural difference theories that focus on teacher adaptations of curriculum and methods to student needs. The idea of cultural discontinuity between home (or community) and school contains elements of the latter two explanations, and suggests that minority group children may have to choose between school and home cultures. School failure may be actively pursued in order to preserve the student's culture of origin. Two case studies contrast the failure of Canadian Sioux students who transferred from a reservation school to a city high school, with the success of Alaska Native students in small village high schools. Addressing discontinuity via culturally relevant curriculum is only a partial solution. Other concerns for AI/AN students are large schools, uncaring or untrained faculty, passive teaching methods, inappropriate testing, student retention, tracking, lack of parental involvement, and high transfer rate between schools. (SV)

ED 388 493 SE 055 780

Energy Smarts Team Training Manual. A Teacher's Guide to Energy Conservation Activities for Grades 3-8.
SPONS. AGENCY- Bonneville Power Administration, Portland, Oreg.; Oregon State Dept. of Energy, Salem.
PUB DATE- May 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; Elementary Education; *Energy Conservation; *Energy Education; Environmental Education; Group Activities; *Learning Activities; *Student Projects
IDENTIFIERS- *Energy Sources

Energy Smarts Team members are energy conscious students who want to save energy at school and at home. Students in a classroom and their teacher form an Energy Smarts Team. Selected students monitor their building each day at recess, lunch, or after school for lights or other electrical equipment that has been technology in the listening classroom, and the next with listening for academic purposes, especially at the higher education level, where instruction is often provided in a second language. The final section draws together disparate tasks that deal with affective aspects of the listening process, using songs and relaxation techniques. An addendum includes tasks for dealing with problems in the listening classroom. (MSE)

ED 388 055 FL 023 303

Nation, Paul, Ed.
New Ways in Teaching Vocabulary. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 94
NOTE- 227p.; For related documents, see FL 023 302-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Definitions; Dictionaries; English (Second Language); Enrichment Activities; Language Fluency; *Learning Strategies; Revision (Written Composition); Second Language Instruction; *Second Languages; *Semantics; Skill Development; *Vocabulary Development

This guide is a collection of practical ideas for teaching vocabulary and vocabulary development skills to learners of a second language. Most are contributed by teachers of English as a Second Language, but the activities may be appropriate for teaching other languages. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. An introductory section offers background information on principles of vocabulary teaching and learning. Subsequent sections contain classroom activities for: meeting new vocabulary for the first time (receptive and productive use, words within texts); establishing previously met vocabulary (revising words, working with definitions, word-action relationships, revising words in sentences); enriching previously met vocabulary (associations and lexical sets, collocations, and enriching meaning and productive use); developing vocabulary strategies (guessing words in context, word building, using dictionaries, giving learners control); and developing fluency with known vocabulary. (MSE)

ED 388 056 FL 023 304

Day, Richard R., Ed.
New Ways in Teaching Reading. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 93
NOTE- 294p.; For related documents, see FL 023 302-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Educational Strategies; *English (Second Language); *Reading Aloud to Others; Reading Comprehension; *Reading Instruction; *Reading Skills; Reading Strategies; Second Language Instruction

This book is a collection of classroom activities, exercises, and suggestions for reading instruction, contributed by teachers addresses primarily issues related to conducting business in a French-speaking country. Culture is taught through lecture with question-and-answer period, introduction to francophone cultures other than France, and use of authentic print materials. Oral dialogues, weekly written compositions, oral presentations, and supplementary readings are also used. (MSE)

ED 388 075 FL 023 325

St. Martin, Gerry
Preparation for International Business: A Cultural Immersion Model in French.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Class Activities; Classroom Techniques; College Second Language Programs; *Cultural Awareness; Difficulty Level; *French; Higher Education; *Immersion Programs; Instructional Effectiveness; Instructional Materials; Intercultural Communication; International Studies; *International Trade; Language Proficiency; Language Role; *Languages for Special Purposes; Marketing; Program Descriptions; Program Effectiveness; Program Length; Student Attitudes; Student Projects
IDENTIFIERS- Salisbury State University MD

A Salisbury State University (Maryland) program integrating intensive French language and business administration instruction is described. In its pilot, the program had 11 students, all but 1 drawn from French language classes; one was a native speaker. The French portion was taught in the morning by two French professors, and the business component in the afternoon by two business professors fluent in French. A single language textbook was selected and supplemented with readings and exercises from two business and economics texts and by video tapes taken from French television broadcasts. One video tape and related comprehension exercises were used for pre- and post-tests. Despite the relatively short course, substantial student progress was realized, attributed to: (1) the immersion experience, (2) emphasis on business culture, and (3) student motivation. Class activities were varied to lessen the boredom of all-day classes. They included vocabulary study, listening exercises, pre-reading exercises, lectures on business culture, oral presentations, field trips, and a capstone project assessing the feasibility of marketing a French product in the United States. Students responded to the course positively, were aware of their own substantial progress, and suggested a longer course or similar courses in other languages in future. (MSE)

ED 388 076 FL 023 326

Shibata, Setsue; Masuyama, Kazue
Designing a Syllabus and Materials for Business Japanese: Needs Assessment of Students and Prospective Employers.
PUB DATE- Apr 95
NOTE- 47p.; Paper presented at the Annual Eastern Michigan

of wealth, which can promote materialism and corruption. The introduction of labor-saving technology may bring labor unrest and activism. Reliance on increased productivity to maintain competition will have a differential effect on workers, based on cultural attitudes toward change and deferral of rewards. In the longer term, increased productivity, competition, and wider distribution of wealth is likely to produce better responsiveness to local consumer demands. Larger multinational companies will respond with a more multicultural style of management, borrowing techniques and structures from varied sources. Headquarters in home countries and controlled decentralization abroad is foreseen. Globalization will be reflected in the kind and variety of products made. Competition will promote uncertainty within companies, requiring new attitudes toward management. It is also predicted that English will emerge as the primary medium of communication. A better-educated workforce will be required, implying high cost for countries in which human resource development has been neglected. Both government and industry must address the challenges brought by these trends. Contains four references. (MSE)

ED 388 096   FL 023 368

de Courcy, Michele
Language Learning Experiences of Australian French Immersion Students.
PUB DATE- 28 Mar 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (17th, Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; *Educational Environment; Educational Strategies; Foreign Countries; *French; *Immersion Programs; *Learning Processes; Learning Strategies; Secondary Education; Secondary School Students; Second Language Learning; Second Language Programs; *Second Languages
IDENTIFIERS- Australia

Drawing on a 1993 study of four students in a late French immersion program in Australia and findings from a 1991 study, the report looks at three areas: students' response to the learning context, including its more and less helpful characteristics; the experiences students consider most important for learning the language, including those relating to the nature of the language learned; and individual learning strategies. The four case studies were students in an Australian Year 9 program. In making sense of what is going on in the classroom, students reported experiencing four phases: (1) heavy reliance on translation as a receptive strategy; (2) recognition of key words; (3) relaxation and listening or reading for the main idea; and (4) comprehension without conscious strategy. Strategies for coping with confusion were also identified. In producing output, students felt it important that the teacher help bridge the gap between what they could say and what they wanted to say. Students found tendencies toward code-switching and code-mixing, and the use of private speech in French, examples of emerging bilingualism, to be annoying. The earlier study found that internalized speech in the target language, both inside and outside the immersion context, was one strategy used to make sense of the

NOTE- 283p.; For related documents, see ED 369 305 and FL 801 083-084.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Chinese; Computer Assisted Instruction; *Computer Software; Educational Objectives; *English (Second Language); *Fashion Industry; Immigrants; *Lesson Plans; *Literacy Education
IDENTIFIERS- New York (New York Chinatown); *Workplace Literacy

This document describes how National Workplace Literacy Program (NWLP) software was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Then, it indicates how NWLP software was designed to supplement the NWLP curriculum and to reinforce the classroom instruction. The program consisted of three 18-week cycles. Each cycle comprised of 50 hours of classroom instruction in garment-related English and English as a Second Language. Because there are limited garment-related teaching materials designed for teaching second-language speakers, the program had to adopt, tailor, and create teaching materials to meet the needs of the target population. Lesson plans include the following: (1) job titles and job descriptions; (2) men's and women's clothing; (3) seasonal clothing; (4) different parts of a garment; (5) measurement and size; and (6) safety at work (signs). On the average, each lesson consists of 35 computer screens and takes about 45 minutes for the participants to finish. Each lesson contains garment technologies, reading materials, self-test questions and self-scoring. An analysis of the original curriculum was made and a set of computerized garment-related bilingual lessons directly printed out from the computer are attached. Computer system requirement, configuration, and software installation procedures are included. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 388 117 FL 801 083

Tse, Ivy Au
National Workplace Literacy Program (NWL) at Chinatown Manpower Project, Inc. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Aug 95
NOTE- 45p.; For related documents, see ED 369 305 and FL 801 082-084.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Objectives; *English (Second Language); *Fashion Industry; *Literacy Education; *Program Evaluation; Second Language Instruction; *Staff Development; Student Characteristics
IDENTIFIERS- New York (New York Chinatown); *Workplace Literacy

The Chinatown Manpower Workplace Literacy Program was funded by the United States Department from November 1, 1993 to April 30, 1995. The program consisted of three 18-week cycles, each comprised of 50 hours of instruction of garment-related English and English as a Second Language aimed at upgrading the literacy level of Chinese workers; improving the workers' understanding of their work, rights, and benefits; providing academic and vocational counseling services and referrals; and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Courses; Critical Thinking; Differences; Faculty Development; Higher Education; *Information Literacy; *Information Skills; National Surveys; Regional Characteristics; Staff Development; Student Evaluation
IDENTIFIERS- Middle States Association of Colleges and Schools; *United States (Mid Atlantic States)

A survey of 830 institutions of higher education in the United States explored the status of initiatives to promote information literacy, which is defined as a subset of critical thinking skills that consists of an individual's knowing when he/she has an informational need and how to access, evaluate, and effectively use information. The survey found that, on a national basis, institutions in the Middle States Association of Colleges and Schools (MSACS) region may be leading other regions of the country in applying information literacy strategies on campus. Of the 259 MSACS respondents, 31 percent indicated that they have a "functional" information literacy program, 27 percent offered a course that focuses on information literacy abilities, and 19 percent integrated information literacy experiences into courses in all majors. The survey also found that 19 percent of MSACS respondents have developed formal assessments of students' information literacy skills, and that 38 percent provided faculty and staff development to support the information literacy program. MSACS institutions were, on average, above the national norms in these areas. Data is provided in six tables. (MDM)

ED 388 137 HE 028 679

Hashem, Mahboub E.
Cultural Diversity Infusion: Is It a Reality or Illusion?
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Courses; Cultural Awareness; *Cultural Pluralism; *Curriculum Development; Educational Attitudes; *Faculty Development; General Education; Grants; Higher Education; Networks; Program Descriptions; *State Universities
IDENTIFIERS- *Diversity (Groups); *Fort Hays State University KS

This paper discusses how Fort Hays State University (FHSU) in Hays, Kansas, is attempting to infuse elements of cultural diversity into its curriculum in order to increase students' sensitivities to and knowledge of other cultures. It reviews research and writings on cultural diversity in American society and in American higher education in particular. The paper then examines recent efforts to include FHSU in a nationwide curriculum and faculty development network known as "American Commitments: Diversity, Democracy, and Liberal Learning," which is designed to have institutions in the planning stages of infusing diversity courses in their general education curriculum benefit from the experiences of resource institutions that already have such courses in place. FHSU was paired with Denison University in Granville, Ohio, and received a $25,000 grant from the American Association of Colleges and Universities to support its participation in the network over a 2-year period. (MDM)

LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Education; American Indians; *Educational Facilities; Educational Finance; *Educational Improvement; *Educational Legislation; Federal Aid; *Federal Legislation; *Government School Relationship; Higher Education; Laws; Mathematics Education; School Support; Science Education; Universities
IDENTIFIERS- Education Amendments 1972; Education Amendments 1980; Excellence in Math Sci and Engrg Educ Act 1990; Higher Education Act 1965; Higher Education Act Amendments 1986; Higher Education Act Amendments 1992; Morrill Act 1862; Morrill Act 1890; National Science Foundation Act 1950

This document presents the texts of selected titles, sections, and amendments of federal laws dealing with specific aspects of postsecondary education. It is divided into the following major parts: (1) "General Higher Education Programs"; (2) "Native American Higher Education"; (3) "National Science Foundation"; and (4) "Assistance to Specified Institutions." Selected titles and subsections include those from the Higher Education Act of 1965; the Higher Education Amendments of 1968, 1980, 1986, and 1992; the Morrill Acts; the Bankhead-Jones Act; the Harry S. Truman Memorial Scholarship Act; the Navajo Community College Act, the Tribally Controlled Community College Assistance Act of 1978; the National Science Foundation Act of 1950; and acts that aid Howard University (Washington, D.C.), the Herbert Hoover Memorial (California), Eisenhower College (New York) the Samuel Rayburn Library (Texas) and other institutions. Among the subjects addressed are institutional and student aid, teacher recruitment, international programs, academic facilities, graduate education, minority programs, and educational improvement in math, science and engineering. (JB)

ED 388 157 HE 028 700

Broyles, Susan G.
Integrated Postsecondary Education Data System. Glossary.
PUB DATE- Sep 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Academic Achievement; College Faculty; Colleges; *Data Collection; *Definitions; Educational Attainment; Educational Finance; Enrollment; Higher Education; National Surveys; Postsecondary Education; Private Schools; Public Schools; *School Surveys; Statistical Surveys; Two Year Colleges; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

This glossary includes terms used in the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the core postsecondary education data collection program of the United States Department of Education's National Center for Education Statistics. The IPEDS system is built around a series of interrelated surveys that collect institution-level data in such areas as enrollment, program completions, faculty, staff, finance, and libraries. The IPEDS program currently collects information from more than 11,000 postsecondary institutions using 1 or more of 9 survey instruments. A table provides a key to the various IPEDS survey forms that institutions are asked to complete. The glossary also contains a description and explanation of all the IPEDS survey components, a summary of who is and is not included in IPEDS, description of how the physicians. In particular the study examined the cost of obtaining military physicians from all sources, the quality of the medical education at USUHS, how physicians are trained to meet the needs of military medicine, and retention rate patterns among the accession programs. The study used findings from prior studies; analyzed data from the DOD, the services and USUHS; and held discussions with military and civilians officials. Results included the following: (1) USUHS is the costliest physician source on a per graduate basis; (2) university costs are comparable to scholarship cost based on expected years of service and all federal costs; (3) USUHS students receive extensive military medical readiness training, but its impact is unclear; (4) with regard to retention, data suggest that USUHS are likely to provide DOD with a cadre of experienced physician career officers; and (5) scholarship program physicians, who comprise the majority of new physician accessions, are retained in the military for shorter periods than USUHS graduates. Appendixes contain information on research methodology and background data. (JB)

ED 388 176 HE 028 719

Ph.D.s and Postdoctoral Appointments. Issues Brief.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Arlington, VA.
PUB DATE- Jun 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Development; *Doctoral Degrees; *Educational Trends; Education Work Relationship; Employment; *Employment Patterns; *Engineering Education; Graduate Surveys; Graduation; Higher Education; *Postdoctoral Education; *Science Education; Trend Analysis; Vocational Followup

This report looks at trends from 1973 to 1993 in new science and engineering doctoral degree recipients' post-graduation plans in order to note changes in the proportion planning postdoctoral appointments (postdocs). Examination of this question found that between 1973 and 1993 the proportion of doctoral graduates with "definite plans" at the time of graduation declined nine percent from 75 to 66 percent. The decline was much steeper between 1988 and 1993 (8 percentage points) than between 1973 and 1988 (1 point). "Definite plans" were defined to mean a commitment for a job or postdoctoral appointment. In addition, the proportion of graduates planning an academic job declined from 51 percent in 1973 to 32 percent in 1993 while those whose definitely planned option was the postdoc increased from 21 percent to 39 percent over the same period. The review also looked at a sample of doctoral graduates from May/June 1990 with definite plans for a postdoc and examined what they were actually doing in September 1991. Of the sample, 59 percent were on post-doctoral appointment 15 to 16 months after graduation with the proportion higher in the life sciences that in the physical sciences. Finally, the analysis describes the number and characteristics of those reporting that they held postdocs in 1991, regardless of their plans at the time of degree award. Contains four tables. (JB)

ED 388 177 HE 028 720

grant programs approved by the state legislature and funded for FY 1996. These include: (1) the need-based Student Incentive Grant program, which provides up to $600 per year to students attending public institutions in the state; (2) the need-based Tuition Equalization Grant program, which provides up to $250 per year to students attending private institutions in the state; (3) the newly instituted Tribal Institutions Education Cost Equalization Grant program, which provides grants on a per credit hour basis to eligible non-Indian South Dakota students attending one of five Indian colleges; (4) the Mickelson Scholars program, which provides full tuition and fees scholarships to academically accomplished students to encourage them to attend public institutions within the state; and (5) veterinary student grants, which provide eligible South Dakota veterinary students with grants to cover the difference between the resident and non-resident tuition at out-of-state universities, as the state offers no veterinary medicine programs. The memorandum concludes by discussing expenditures on student aid in South Dakota. An appendix provides a chart comparing state funding of higher education across states. (MDM)

ED 388 196 HE 028 740

Simmons, Howard L.
Transitions. Reflections and Predictions. A Special Report of the Executive Director, 1974-1995.
PUB DATE- 95
NOTE- 28p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; *Administrator Attitudes; *Educational Attitudes; Educational Change; *Educational Trends; Futures (of Society); Higher Education; *Organizational Change; Peer Evaluation; Proprietary Schools; Staff Role
IDENTIFIERS- *Middle States Association of Colleges and Schools

This report discusses the evolution of the Middle States Association of Colleges and Schools' Commission on Higher Education (CHE/MSA) from the point of view of the Commission's Executive Director during his successive tenure as Assistant Executive Secretary, Associate Director, and Executive Director from 1974 until his departure in 1995. It chronicles the major events and challenges faced by CHE, including the decision to provide accreditation to degree-granting proprietary schools, the formulation of the Periodic Review Report protocol, changes in information technology, and increasing staff size and capabilities. The report highlights the contributions of past and current staff members and commissioners, and provides a statistical profile of the Middle Atlantic States region covered by CHE. It also provides information on the peer review process and CHE actions on accreditation. The report concludes by offering predictions on the issues and challenges that will be faced by higher education in general and CHE in particular in coming years. (MDM)

ED 388 197 HE 028 741

Parker, Zoe
Using Action Research in Joint Self-Study To Locate Two Researchers' Experiences with the Autobiographies of Their Learning.
PUB DATE- 19 Apr 95

Hiltz, Starr Roxanne; Turoff, Murray
Virtual Classroom Plus Video: Technology for Educational Excellence.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; *Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; Distance Education; *Educational Media; Evaluation Methods; Higher Education; *Information Science Education; Teaching Methods; *Teleconferencing
IDENTIFIERS- New Jersey Institute of Technology; *Video Technology; *Virtual Classrooms

The Virtual Classroom(TM) is a teaching and learning environment constructed in software, which supports collaborative learning among students who participate at times and places of their choosing. While students may access only the record of their activities, the instructor can review the activities status of any student, require that activities be done in certain sequences, and designate activities as required or optional. Activity types include question/response and electronic gradebook. Seminar type presentations and discussions are an example of the collaborative learning activity that is often difficult in the traditional classroom, but that lends itself well to the Virtual Classroom. Computer mediated communication (CMC) can be utilized in many different modes to support education and training: as an adjunct to a regular face-to-face course in order to improve both teacher-student and student-student interaction; as a mechanism for providing communications in a remote course where students receive lectures via video; or as a total means of delivery, without any other communication mode. A New Jersey Institute of Technology (NJIT) project creating an entire degree program, the Bachelor of Arts in Information Systems, delivered via Virtual Classroom mixed with video, aims to attain five objectives: (1) faster progress towards the undergraduate degree, by facilitating self-paced learning and solving major educational logistics problems; (2) improved quality of learning through the increased collaborative learning and faculty-student interaction facilitated by computer conferencing; (3) increased access to educational opportunities for working adults or those trying to reenter the workforce; (4) formative and summative evaluation of the effectiveness of this media mix used in different ways for attaining the previous objectives; and (5) dissemination of the successful techniques and materials to other institutions. Using this instructional method to overcome logistical problems is discussed, and the evaluation measures are outlined. (Contains 15 references.) (MAS)

ED 388 216 IR 017 365

Thalmann, Nadia Magnenat
Communicating with Virtual Humans.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational

Software.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *German; *Instructional Effectiveness; Multimedia Instruction; *Multimedia Materials; Reading Comprehension; *Second Language Instruction; Short Term Memory; Vocabulary
IDENTIFIERS- *Links (Indexing)

In this paper, the effectiveness of a "CyberBuch," a multimedia program for reading authentic German texts, is assessed in three areas. First, based on user evaluation of the visual interface design, the usability of the program is assessed with particular regard to user reaction to the multimedia components of the program. Second, learner behavior while using the program is tracked, and the types of multimedia links chosen are tracked. Third, the effectiveness of the program for two levels of language learning is assessed: short-term recall of vocabulary items and overall reading comprehension. Based on answers to questionnaires, users felt overwhelmingly that seeing a photograph or movie helped reinforce learning, but that the text and audio links were not as helpful. The user logs indicated that a greater proportion of picture and movie links were chosen than text links. The vocabulary tests show that vocabulary words were learned and recalled better when "defined" with picture or movie links than when only textual definitions were available. Eight figures and one table illustrate data. (Author/MAS)

ED 388 234 IR 017 383

Conway, Damian
Student Response to Hypermedia in the Lecture Theatre: A Case Study.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Case Studies; Computer Assisted Instruction; Foreign Countries; Higher Education; *Hypermedia; Lecture Method; *Student Attitudes; Surveys; Teaching Methods
IDENTIFIERS- Monash University (Australia)

The Computer Science Department at Monash University (Victoria, Australia) recently began presenting lectures using projection of a hypertext system, HyperLecture, running on a notebook computer as the primary medium. This paper presents a statistical analysis of student reactions to this approach, focusing on the effects, as perceived by the students, on retention and comprehension of material, lecturer performance, and overall benefit of computer-mediated presentation (CMP). The student questionnaire asked: (1) Compared to other lecture series you have taken this semester, were the lecture materials

ED 388 252 IR 017 401

Hartzell, Karin M.
A Hypermedia Information System for Aviation.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aviation Technology; Computer Assisted Instruction; *Hypermedia; Information Retrieval; Information Storage; *Information Systems; *Job Training
IDENTIFIERS- Federal Aviation Administration

The Hypermedia Information System (HIS) is being developed under the auspices of the Federal Aviation Administration (FAA) Office of Aviation Medicine's (AAM) Human Factors in Aviation Maintenance (HFAM) research program. The goal of the hypermedia project is to create new tools and methods for aviation-related information storage and retrieval. The HIS can be used alone as a tool to access information, as well as integrated with training and job aiding systems. A book paradigm is maintained by the HIS reader interface, which consists of two components: a navigation component and a viewing component. A variety of access paths into and within a document are supported: the bookshelf, the outline viewer, hot links, searching, and bookmarks. Successful integration of the HIS into the following tutoring and job aiding systems has been achieved by the FAA: the Environmental Control Systems (ECS) Tutor; the Air Traffic Control Beacon Interrogator (ATCBI) Tutor; and the Performance Enhancement System. The HIS is currently undergoing transition from a proof-of-concept system to a fully functional system capable of supporting the instructional, maintenance, and safety inspection needs of the aviation industry. The next step is to increase its capabilities and to support existing and emerging documentation standards. Contains six references. (MAS)

ED 388 253 IR 017 402

Hayashi, Toshihiro; Yano, Yoneo
JUGAME: Game Style ICAI System for Kanji Idiom Learning.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Foreign Countries; Games; *Idioms; Intelligent Tutoring Systems; *Japanese; Puzzles; *Second Language Instruction
IDENTIFIERS- *JUGAME; *Kanji Script

In learning the Japanese language, kanji idiom learning is as important as kanji (Chinese characters) learning. A kanji idiom intelligent computer assisted instructional (ICAI) system called JUGAME was developed. It can handle approximately 3,000

Maly, Kurt; And Others
Melding Television, Networking, and Computing for Interactive Remote Instruction: Exploiting Potentials.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Cost Effectiveness; *Distance Education; Educational Environment; Higher Education; *Instructional Development; *Interactive Television; Multimedia Materials; Nontraditional Education; Telecommunications; Workstations
IDENTIFIERS- Internet; *Multimedia Technology; Old Dominion University VA; *Prototypes

The combination of digital television and computing/networking technologies can provide solutions to many problems confronting higher education. Old Dominion University (Virginia) is committed to discovering how to exploit these technologies to produce a more effective teaching environment at a lower cost than traditional classroom teaching. The goal is for the system to accommodate itself to "technology hostile" instructors and students, but to allow students and teachers to use its additional capabilities as they become more familiar with it. The current prototype implementation uses both satellite transmission analogue video signal and Internet and Ethernet LANs to transmit data and low quality video. The prototype is on the main campus in three classrooms in one building; the full system will include several specially equipped instructional classrooms for student use and a few broadcasting facilities located across the state and on the main campus. Each student facility will consist of several multimedia workstations, networked to each other, the main campus and the Internet. The instructor's facility will contain similar multimedia workstations as well as two additional operator-controlled cameras, one used to project images of the instructor and the classroom from a distance and the other images of material the instructor has chosen to support the presentation. Advantages of the system include: online class lists, ability to see faces of discussants, integration of computers into teaching, VCR-type playback, flexible classrooms. Some disadvantages are small screens, loss of readability on markerboards, varying quality of video images. (Contains six references.) (AEF)

ED 388 272 IR 017 421

Marchionini, Gary; And Others
Directed and Undirected Tasks in Hypermedia: Is Variety the Spice of Learning?
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

as memory aids, so as not to interfere with the learning process; and (5) singleton production rules and the uninterpretable cluster should be kept to a minimum. (Contains 15 references.) (AEF)

ED 388 289 IR 017 438

Reilly, Brian
Composing with Images: A Study of High School Video Producers.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Literacy; Educational Development; Group Activities; High Schools; *High School Students; Nontraditional Education; *Production Techniques; *Student Projects; Video Equipment; *Videotape Recordings
IDENTIFIERS- Los Angeles Unified School District CA

At Bell High School (Los Angeles, California), students have been using video cameras, computers and editing machines to create videos in a variety of forms and on a variety of topics; in this setting, video is the textual medium of expression. A study was conducted using participant-observation and interviewing over the course of one school year (August 1992 through June 1993) to understand how and what students learned in their use of video. The "reading" and "writing" of video texts by these students is viewed as an example of a new form of literacy, one that combines print, video and computer technologies, and one where composers work collaboratively to produce texts which are easily shared with an audience. A number of conclusions were derived from this study. The development of a classroom culture that supports and encourages the use of video is a key part of the overall success of the program. This culture is maintained in part through unequal distribution of student expertise which supports a small group of students with strong technical and social skills. This video culture also sustains itself through the creation of artifacts (videos) which are integrated into the curriculum, myths delivered as testimonials by teachers and students, and informal apprenticeships in technology use. The video production process allows students to develop specializations (acting, technical skills, music) and work collaboratively on projects in ways that are not common in traditional classrooms and the public nature of video text facilitates authentic assessment via the video premiere, although an informal code limits negative feedback. The premiere marks the completion of a project, serves as an inspiration to other students, lets students share their work with an audience of their peers, allows the instructor opportunities for teaching during analysis, and increases "reading" skills through shared, public analysis of texts. (Contains 10 references.) (AEF)

ED 388 290 IR 017 439

Roston, John
Simulated Conversations: The McGill Negotiation Simulator.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational

University, the United Kingdom's university for distance education, to assist with the design and study of courses by using a software implementation of a relational glossary. It is based on the established view that topics are made up of related concepts and that their relationships can be captured in an electronic relational glossary. An entry in a relational glossary contains one concept as a grammatical subject, together with explanations for this concept, consisting of grammatical predicates involving other concepts. The tool is a HyperCard stack with an interface designed to enable the production and interrogation of the stack. The relational glossary can be used by course designers to check the relationship between the concepts covered in a course and by students to check that they have understood particular concepts and the relationships between them. In addition, students can use the glossary to get "unstuck" while learning. The software is still in a prototype phase, but it is being used as a syllabus for the Open University's new introductory computing course. (AEF)

ED 388 307 IR 017 456

Zhou, Gang
Curriculum Knowledge Representation in SQL-TUTOR.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer System Design; Curriculum Development; Instructional Development; Instructional Materials; *Intelligent Tutoring Systems; *Knowledge Representation; Programming; *Skill Development; Teaching Methods
IDENTIFIERS- Computer Architecture

Research in the area of knowledge-based tutoring systems (KBTS) and intelligent tutoring systems (ITS) has great implications for computer applications in education and training. In a KBTS, course material is represented independently of teacher procedures, so that problems and remedial comments can be generated differently for each student. Such a system offers instructions in a manner that is sensitive to the student's strengths, weaknesses, and preferred style of learning; in addition, individualized tutoring can be provided. The objective of the research presented in this paper is to develop a framework upon which effective KBTSs can be built. SQL-TUTOR was developed for the domain of SQL programming. In the design of SQL-TUTOR, an architecture based on a layered curriculum is used to organize the system into components. The course curriculum is represented by a curriculum graph; this architecture has such features as explicit curriculum knowledge representation, multiple teaching sequences, multiple viewpoints of a teaching goal, and overall skill training for students. (AEF)

ED 388 308 IR 017 457

Boyle, Tom; And Others
ED-Media 94--World Conference on Educational Multimedia and

Survey Results of Fall 1993 Students Who Registered but Did Not Attend.
PUB DATE- 1 Jan 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Educational Finance; *Enrollment Influences; *Financial Needs; *Financial Problems; Multicampus Colleges; *No Shows; *School Holding Power; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- Kent State University OH Trumbull Campus

To identify reasons why some students who register do not attend, the Trumbull Campus of Ohio's Kent State University conducted a telephone survey of 131 students who registered for fall 1993 but did not take classes. Students were asked to choose from the following general reasons for not attending: no financial aid, cost of tuition, other financial reason, change in career plans, incompatible work schedule, family responsibilities, illness, unidentified personal reasons, no reason given, and refused. Respondents were also invited to make more specific comments on their motivations. An analysis of surveys indicated that 44 percent of the respondents cited a financial reason for not attending, 23 a change in career plans, 12 incompatible work schedules, and 13 illness. Further, it became apparent from differences between forced choice categories and the open-ended responses that the defined categories did not adequately describe influences. Additional reasons students gave for not attending included transfer to another institution, cited by 10 respondents, and problems with financial aid forms and processes, cited by 25. Responses also indicated that multiple influences affected student decision-making. Suggestions from the information collected include aggressive financial aid education for faculty and staff to assist students more effectively and creating a financial aid tracking system that would generate reminders of important dates and requirements for mailing. Student comments are included. (TGI)

ED 388 327 JC 950 510

Survey of Ethnic/Racial Minority Students Enrolled Fall Semester 1993, Kent State University Trumbull Campus.
PUB DATE- Mar 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *College Environment; *Educational Objectives; Educational Opportunities; *Ethnic Groups; *Financial Needs; *Minority Groups; Multicampus Colleges; Outreach Programs; Participant Satisfaction; *Student Attitudes; Student Needs; Student Recruitment; Two Year Colleges
IDENTIFIERS- Kent State University OH Trumbull Campus

A study was conducted at the Trumbull Campus of Ohio's Kent State University to determine the financial aid status, college experiences, academic goals, and level of satisfaction of the 178 ethnic/racial minority students enrolled in fall 1993. A total of 75 students or 42% of the minority student population completed the survey, which also asked the students to provide suggestions for improving campus services and recruitment of minority population members. Study results included the following: (1) the most frequent reason cited by respondents for choosing the school was location; (2) 53% of those surveyed general information, academic needs, study skills, career planning, social involvement, and financial needs. An analysis of responses indicated that students whose parents had no college background (i.e., first generation students) were more likely to perceive their abilities and skills somewhat lower than other groups. First generation students were also less likely to have a social support network helping them adjust to the demands of college life and were more likely to have applied for financial aid than other groups. Finally, first generation students were more likely to have an associate degree as their primary educational goal than other groups, indicating a lower expectancy for success. The survey instrument and tables of responses are appended. (TGI)

ED 388 344   JC 950 528

Zappia, Charles A.
History in the 1990's: The Status of the Profession in the Community Colleges.
PUB DATE- 10 Nov 95
NOTE- 14p.; Paper presented at the National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Departments; *Faculty Development; *Faculty Workload; *History Instruction; National Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Responsibility; Two Year Colleges; United States History

In October 1994, the Organization of American Historians (OAH) conducted a survey of community college history faculty to develop a coherent description of the historians and their institutions, history programs at community colleges, and faculty responsibilities. Completed surveys were received from 512 faculty members representing 264 institutions, or approximately 18% of the nation's 1,469 community colleges. An analysis of responses indicated the following: (1) 48% of the respondents had doctoral degrees, while 46% listed master's degrees as their highest earned degree; (2) the 10 most frequently selected major areas of interest were the Civil War, social history, politics, colonial and revolutionary period, foreign relations, state and local history, cultural history, military, women, and intellectual history; (3) 44% had taught at their present institution for 20 or more years, while 22.7% had taught there less than 5 years; (4) 77.5% were tenured, 12.8% were on the tenure track, and only 9.7% held part-time, temporary positions; (5) only 35% reported that their college had a separate history department, over 71% taught in departments or subdepartments with 5 or fewer historians, and the average number of history sections offered at the colleges was 30; (6) most specified individual research grants as the most desirable professional development opportunity; (7) positive aspects of teaching history at a community college included lack of pressure to publish, consistent and close interaction with students, and working with talented dedicated colleagues; and (8) problems identified included the poor preparation and attitudes of their students, heavy workloads and enrollment, and the lowering of academic standards. (KP)

ED 388 345   JC 950 529

Oliver, Christopher

institutions had at least one program articulation with at least one IVTC campus; and (5) in general, significant progress was found regarding the transfer of IVTC credit to other public institutions, meeting the goals of the 1987 recommendations. Appendixes provide spring 1995 data on IVTC program transfers with state public, independent, and selected out-of-state institutions, as well as the 1987 recommendations. (KP)

ED 388 361 JC 950 547

Higginbottom, George, Ed.; Romano, Richard M., Ed.
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Case Studies; Citizenship Responsibility; Communication Skills; *Community Colleges; Competency Based Education; *Core Curriculum; Critical Thinking; *Curriculum Development; *Educational Change; Educational History; *Educational Trends; Ethics; *General Education; Intercultural Communication; Models; Multicultural Education; Two Year Colleges

Presented as a practical guide and reference for reexamining or restructuring general education programs, this volume examines the aims of and rationale for general education at selected campuses and focuses on the process of curriculum reform at the campus and system levels. The 10 chapters are: (1) "General Education in the Heartland: Black Hawk College," by Dorothy R. Martin and Sheila Lillis; (2) "General Education at Broome Community College: Coherence and Purpose," by Richard M. Romano; (3) "Bunker Hill Community College: A Common Experience for Lifelong Learning," by Malinda M. Smutek; (4) "General Education at Jefferson Community College: Accountability and Integrity," by Patrick Ecker and Diane Calhoun-French; (5) Miami-Dade Community College: Applications at the Wolfson Campus," by Eduardo J. Padron and Ted Levitt; (6) "The Minnesota Model for General Education," by Nancy Register Wangen; (7) "The Piedmont Virginia Community College Experience in General Education," by Deborah M. DiCroce and David R. Perkins; (8) "The General Education Core at Shoreline Community College," by Marie E. Rosenwasser; (9) "Concluding Remarks," by George Higginbottom, discussing the eight models presented above in a historical context of general education reform movements; and (10) "Additional Sources of Information," by George Higginbottom and Richard M. Romano, providing an annotated bibliography of sources related to community college civic, communication, critical thinking, ethics, multicultural, and mathematics and science instruction. (KP)

ED 388 362 JC 950 548

Oberst, Gayle
Building Leadership Programs for Community Colleges.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Team Building for Quality Conference sponsored by the National Initiative for Leadership and Institutional Effectiveness (Raleigh, NC, October 14-17,

Unmarried Parents

These brochures explain briefly the importance of establishing paternity for unwed mothers. By establishing paternity and enforcing child support orders, fathers can be required to help raise their child legally and financially. The brochures consist of two separate sheets. "For Your Child's Sake...Establish Paternity" presents several questions and answers including the definition of paternity, reasons to establish paternity, the processes required to establish paternity, the benefits and results of establishing paternity, the duration of the father's legal responsibility, and visitation. "Collecting Child Support" explains the Child Support Enforcement (CSE) Program in the Office of Child Support Enforcement, which is a federal, state, and local effort to find absent parents, their employers, and assets in order to establish paternity and enforce child support orders. The latter sheet covers the functions of state and local CSE programs in locating a non-custodial parent, establishing paternity, establishing the obligation, and enforcing the child support order. A list of phone numbers of state child support enforcement offices is included. (AP)

ED 388 379 PS 023 398

Stoney, Louise
Rate Surveys and Policies: Key Issues for Advocates.
PUB DATE- Aug 94
NOTE- 14p.; Companion document to "Promoting Access to Quality Child Care: Critical Steps in Conducting Market Rate Surveys and Establishing Rate Policies," see PS 023 399.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; *Community Surveys; *Day Care; Early Childhood Education; *Educational Policy; *Fees; Free Enterprise System; Government Role; Grants; State Government
IDENTIFIERS- *Child Care Costs; *Market Research; Reimbursement Programs

This paper discusses the role of child care providers, child care resource and referral (CCRR) agencies, community-based organizations, and other advocates in responding to market rate surveys of the cost of child care in their community. It focuses on how these groups can increase reimbursement rates and rate ceilings that are set by state and federal child care subsidy programs. The paper argues that advocacy groups need to become engaged in the market rate survey process in their communities and encourage day care providers to respond to the survey. Child care providers need to ensure that their rates and fee policies reflect market rate costs, taking into account private contributions, in-kind contributions, and sliding fee scales. When responding to surveys, providers need to read the survey instrument carefully and think critically about what they are being asked. The paper argues that CCRR agencies that become involved in conducting market rate surveys should ensure that data are collected in a consistent format by properly trained staff. (MDM)

ED 388 380 PS 023 399

Stoney, Louise
Promoting Access to Quality Child Care: Critical Steps in Conducting Market Rate Surveys and Establishing Rate Policies.
PUB DATE- Aug 94

elementary school students with learning disabilities and seventh- and eighth-grade middle school students. The solution strategy consisted of community building within the classroom, the enhancement of peer relationships between same-age classrooms, the development of positive cross-age relationships, and participation in cross-age community service projects. Through the implementation of these strategies the incidence of negative classroom behavior was reduced and a sense of community identity was achieved. Six appendixes provide copies of student and teacher surveys, a student self-esteem inventory, descriptions of solution strategies and activities, and a student rating form. (Contains 38 references.) (MDM)

ED 388 399 PS 023 671

Levine, James A.; And Others
Getting Men Involved: Strategies for Early Childhood Programs.
PUB DATE- Aug 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Change Strategies; Child Rearing; *Early Childhood Education; Family Role; *Fathers; *Males; Parent Child Relationship; Parent Education; *Parent Participation; Parent Role; Parent Teacher Cooperation; Parent Workshops; Preschool Education; Program Descriptions; *Recruitment; Sex Stereotypes
IDENTIFIERS- Gender Issues

Designed as a guide for early childhood professionals, this book outlines specific success strategies for getting men--fathers or any significant male in a child's life--involved in early childhood education and child care, moving away from the traditional view of these fields as women's domains. The first section of the guide focuses on "Rethinking Involvement," followed by a section on "Strategies." Finally, a "Model Programs" section describes 14 different programs in which male involvement is being successfully sought and integrated. The chapters are as follows: (1) "Benefits"; (2) "Assessing Male Involvement"; (3) "Creating a Father-Friendly Environment," including finding out what men want and recognizing their hidden fears; (4) "Recruiting Men to Your Program"; (5) "Operating a Fathers' Program," detailing icebreakers, activities for men and kids, family and special recognition events, and skills development; (6) "Sustaining Male Involvement"; (7) "Job Training and Parent Education"; (8) "Curriculum for Dads"; (9) "Beyond the Father's Day Celebration"; (10) "Mentoring to Young Men"; (11) "Using the Public Schools"; (12) "The Monthly Men's Group"; (13) "Fathers Working Together"; (14) "Recruiting Men"; (15) "Male Involvement Specialists"; (16) "Reaching Fathers at Home"; (17) "Bus Drivers as Recruiters"; (18) "Reaching Men from the Community"; (19) "The Men's Group"; and (20) "Reaching Men on the Move." A section of resources is included, listing books for children and materials for professionals and parents. (BGC)

ED 388 400 PS 023 672

Blasik, Katherine A.; Knight, Karen
Head Start Standardized Test Performance.

Child Relationship; Parent Role; *Philosophy; Political Issues; *Social Action; *Social Responsibility
IDENTIFIERS- Childrens Defense Fund; *Edelman (Marian Wright)

This book provides a brief account of the life and work of the founder of the Children's Defense Fund, in the form of a letter to her 3 sons and 25 lessons to live by. It discusses her childhood in segregated South Carolina in the 1940s and 1950s, the influence of her parents on her outlook, and her concept of service to others as the purpose of life. The book also discusses racial tensions in the United States and the role of parents in raising their children. The 25 lessons for life focus on such topics as: working for everything you get, setting goals, individual initiative, taking risks, taking parenting seriously, men sharing family and household responsibilities, family responsibility, honesty, fellowship, substance over style, perseverance, making a difference, lifelong learning, respect for hard work, choosing friends carefully, living in the present, service to community and nation, remembering one's roots, reliability, and faith. The book concludes by discussing political, economic, and social initiatives that individuals can take to help the less fortunate of the nation's children. (MDM)

ED 388 420 PS 023 708

Ebb, Nancy
Child Care and Welfare Reform: More Painful Choices.
PUB DATE- Aug 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; Child Welfare; *Day Care; *Federal Legislation; Federal Programs; National Surveys; *Poverty Programs; Public Policy; Social Action; *State Federal Aid; State Programs
IDENTIFIERS- *Child Care Needs; *Welfare Reform

This report discusses the impact of child care and welfare reform legislation under consideration by the Senate Republican leadership in the United States 104th Congress, based in part on a national survey of how states are coping, or not coping, with current child care needs and how prepared they are to cope with new demands for child care generated by welfare reform. The report found that combined federal and state investments in child care already fall far short of meeting current needs, and that the need for child care would increase dramatically under the Senate Republican welfare bill. It argues that the bill provides no additional federal funds to help states meet this huge increase in child care costs. In the absence of major changes in the Senate bill, new work requirements would force states to eliminate all child care help for working poor families and leave states facing large budget shortfalls, the report concludes. Seven appendices provide information on child care and work, state spending on child care, waiting lists for child care subsidy programs, states reporting that families whose transitional child care benefits have expired are guaranteed continuing child care assistance, FY 2000 reduction by state in federal child care funding and the number of children who receive federal child care assistance due to H.R. 4, and new child care costs under S.1120. (MDM)

ED 388 421 PS 023 709

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Elementary School Students; Elementary Secondary Education; National Surveys; Private Schools; Public Schools; Research Methodology; *Secondary School Students; Sex Differences; *Student Attitudes; *Victims of Crime; *Violence
IDENTIFIERS- *Bullying; Child Safety; National Household Education Survey

This report presents information on personal student victimization from the 1993 National Household Education Survey (NHES), based on the responses of 6,504 students in grades 6 through 12 who were surveyed. The data indicate that unsafe conditions at school are a reality for most students in the United States. The report found that 56 percent of the respondents had personally witnessed some type of crime or victimization at school, including bullying, physical attack, or robbery, and that 71 percent reported that such incidents happened at their schools. Nearly 25 percent of students reported worrying about becoming victims of crime or threats at school, while 12 percent reported being victimized at school. More elementary, middle, and junior high school students reported being worried about becoming victims at school than did senior high school students. The report also found that students at private schools were less likely to witness, worry about, or experience victimization at school, and that girls were less likely than boys to be victimized. A discussion of survey methodology and data reliability is included. (MDM)

ED 388 440 PS 023 765

Chandler, Kathryn; And Others
Student Strategies To Avoid Harm at School. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Elementary School Students; Elementary Secondary Education; National Surveys; Private Schools; Public Schools; Racial Differences; Research Methodology; *Secondary School Students; *Student Attitudes; *Victims of Crime; *Violence
IDENTIFIERS- *Avoidance Behavior; *Bullying; Child Safety; National Household Education Survey

This report presents information on student strategies to avoid harm at school, based on responses from 6,504 students in grades 6 through 12 surveyed by the 1993 National Household Education Survey (NHES). Half of the students surveyed indicated that they did not use any strategy to avoid trouble at school, whereas the other half reported using a single strategy or a combination of strategies. Twenty percent of students said that they tried to stay in a group while at school, but did not report using any other strategy to avoid harm. Twenty-five percent of students reported using a combination of strategies, such as taking a special route to school, avoiding certain places in the school building or school grounds, staying away from school-related events, staying in a group while at school, or skipping school because

Adolescents for a Changing World"; (7) "Promoting the Health of Adolescents"; (8) "Strengthening Communities with Adolescents"; and (9) "Redirecting the Pervasive Power of Media." The report concludes with an epilogue on sustaining the perspectives of the Council of Adolescent Development. Five appendices include task force, working, group, and advisory board members; meetings and workshops; and an index of programs cited in the report. (HTH)

ED 388 458 PS 023 953

Great Transitions: Preparing Adolescents for a New Century. Executive Summary.
PUB DATE- Oct 95
NOTE- 20p.; Also appears in full report, see PS 023 952.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Change Strategies; Childhood Needs; Child Rearing; Community Change; Developmental Stages; Elementary Secondary Education; Emotional Development; *Health Promotion; Life Events; Mass Media Effects; Parent Child Relationship; Physical Development; Social Services; Well Being
IDENTIFIERS- Adolescent Attitudes; Carnegie Council on Adolescent Development

The Carnegie Corporation's Council on Adolescent Development builds on the work of many organizations and individuals to stimulate sustained public attention to the risks and opportunities of adolescence, and generates public and private support for measures that facilitate the critical transition to adulthood. The Council's concluding report explores some of the risks of adolescence and gives recommendations for meeting the essential requirements of healthy adolescent development and adapting pivotal institutions to foster healthy adolescence. This executive summary reviews the concluding report of the Council, summarizing its main themes and recommendations. The summary notes how social and technological changes have introduced new stresses and risks to the adolescent experience, then lists specific health and educational risks. The summary then lists steps for meeting the essential requirements for healthy emotional and social adolescent development. Finally, the summary presents a generic approach for adapting pivotal institutions to foster healthy adolescents, then offers core recommendations: (1) reengaging families with their adolescent children; (2) creating developmentally appropriate schools for adolescents; (3) developing health-promotion strategies for young adolescents; (4) strengthening communities with young adolescents; and (5) promoting the constructive potential of the media. Steps other institutions--such as business and universities--can take to promote healthy adolescent development are also noted. (HTH)

ED 388 459 RC 019 921

Yih, Katherine; Brower, Michael
Women and the Environment in Developing Countries. Briefing Paper.
PUB DATE- Jun 94
NOTE- 7p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conservation (Environment); *Developing Nations;

ED 388 477 RC 020 306

Tompkins, Richard; Deloney, Patricia
Rural Students at Risk in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Context Effect; *Dropout Characteristics; *Dropout Research; Dropouts; Educational Policy; *Educational Practices; Elementary Secondary Education; Family Characteristics; *High Risk Students; *Rural Education; Rural Urban Differences; School Community Relationship; Student Behavior
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This report explores the situation of at-risk students in small and rural schools in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, and compares this information to the at-risk student situation nationwide. In order to explore both the complexity and the degree of risk of dropping out in rural school settings, research questions were posed concerning the nature and incidence of at-risk students in rural schools; related characteristics and behaviors of rural families, students, communities, and schools; insights gleaned from social theory; and perceptions of rural educators and parents of the at-risk problem. A research review examines: (1) background characteristics associated with risk, including socioeconomic status, minority group status, limited English proficiency, low parental educational attainment, mobility, psychosocial factors, and gender; (2) student behaviors such as participation in school, passive and active disengagement, substance abuse, low achievement, work, and sexuality; (3) school practices related to student retention, course failure and poor grades, suspension and expulsion, and ability grouping; (4) contextual variables, including rural school characteristics, school size, school norms, rural community characteristics, and community norms; and (5) perceptions of educators, parents, and students. The literature indicates that the rural at-risk problem differs from the metropolitan situation in at least four ways: (1) lower dropout rates than in central cities, but also lower postsecondary continuation rates; (2) higher risk of adult unemployment due to lack of useful vocational training and employment options; (3) higher risk due to direct effects of isolation; and (4) lower student aspirations. Policy and program recommendations for rural at-risk students include individualizing education to meet student needs, developing a comprehensive plan, building collaborative partnerships, encouraging connections with students, building community-school linkages, program improvement, and investing in technology. Contains 146 references and definitions of geographic terms. (LP)

ED 388 478 RC 020 307

Beck, David R. M.
American Indian Higher Education before 1974: From Colonization to Self-Determination.
PUB DATE- 95
NOTE- 10p.; Photographs will not reproduce adequately. In: Critical Issues in American Indian Higher Education. Chicago,

left on. The team members keep a log and leave friendly reminder "tickets." The program is designed to save money for school districts, encourage the wise use of natural resources, and to provide fun activities for students that give them an opportunity to contribute to their school. This training manual provides a take-home meter reading activity, an energy poster contest activity, six additional energy activities, and procedures and materials that provide a starting point for teams to start monitoring their schools. Procedural materials include member agreements, team log sheets, example reminder tickets, participation certificates, and the "Top Ten Tips to Try to Tame Terrible Temperature Thieves." Background information is provided for various energy sources including coal, oil, natural gas, nuclear energy, renewable energy sources, electricity, and food. (LZ)

ED 388 494 SE 056 476

Assessment of the National Science Foundation's 1988-1990 Undergraduate Faculty Enhancement Program. Final Report.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; *Faculty Development; Federal Programs; Grants; Higher Education; *Instructional Improvement; Participant Characteristics; Science Education; Statistical Analysis; Statistical Data; *Undergraduate Study
IDENTIFIERS- *Faculty Improvement Program; *National Science Foundation

The National Science Foundation's Undergraduate Faculty Enhancement Program (UFEP) awards grants on a competitive basis to project directors at colleges and universities, professional societies, industry, and other qualified organizations to conduct regional or national seminars, short courses, workshops, conferences, or similar activities for groups of faculty members in the sciences, mathematics, and engineering. UFEP was developed to meet the needs of faculty members who teach undergraduate students. This report summarizes findings of an assessment of the first three years of the program. This assessment was an intensive 2-year study which involved statistical analysis of questionnaire data collected through the mail from 91 UFEP project directors, and through telephone interviews with 469 participants in 1988-90 UFEP projects. Additional information was obtained through discussion sessions with UFEP participants during the meetings of several professional societies. UFEP is meeting many of the needs it was designed to address. Faculty participants indicated that they received substantial benefits from the projects for themselves and for their teaching. Personal growth or renewal, increased knowledge of the field, and increased motivation or stimulation for teaching excellence are benefits most participants believe they received from project participation. The projects provided exposure to new ideas and technologies, which strongly influenced the introduction of new content and equipment into undergraduate courses. The projects successfully reached the intended audiences of "faculty who teach primarily undergraduate students" and groups that have been traditionally underrepresented in science, mathematics, and engineering, who have used them in English-as-a-Second-Language (ESL) classes. It is organized in three major sections: extensive reading (reading a great deal of comprehensible material); intensive reading (focusing on specific skills and situations: pre-reading; prediction; comprehension; main ideas; organization and structure; scanning; skimming; academic reading; reading rate; literature; assessment/evaluation; vocabulary; dictionaries; cohesion; games and miscellaneous activities); and oral reading. The section on intensive reading is the most extensive, consisting of 2 to 20 activities for each skill or situation. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. Some entries also contain references for further reading. (MSE)

ED 388 057 FL 023 305

Pennington, Martha C., Ed.
New Ways in Teaching Grammar. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 95
NOTE- 238p.; For related documents, see FL 023 302-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adjectives; Adverbs; Class Activities; *Classroom Techniques; Determiners (Languages); Editing; *English (Second Language); Form Classes (Languages); *Grammar; *Language Patterns; Nouns; Phrase Structure; Revision (Written Composition); Second Language Instruction; Sentence Structure; *Tenses (Grammar); *Verbs
IDENTIFIERS- Passive Voice

This book includes 85 ideas for the teaching of grammar, contributed by teachers of English as a Second Language from varied countries. The ideas are organized in 10 sections that include specific aspects of grammar and grammar topics at the discourse level. These include: noun phrases and clauses (adjectives and nouns, articles, subject-verb agreement); relative clauses; tenses (present, past, present perfect, past perfect, conditionals, tense sequence, general tenses); modal verbs; verb complements; passive voice and ergative verbs; adverbs and adverbial clauses; questions and answers; general purpose grammar activities; and editing and revision activities. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. While the contributions are diverse in the areas of grammar addressed and the specific teaching techniques advocated, it is felt that all reflect a "situated process" perspective on language education. An introductory section describes this approach to grammar learning and teaching. (MSE)

ED 388 058 FL 023 306

Freeman, Donald, Ed.; Cornwell, Steve, Ed.
New Ways in Teacher Education. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 93
NOTE- 232p.; For related documents, see FL 023 302-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; Business Administration Education; *Business Communication; College Students; Course Descriptions; Higher Education; Instructional Materials; International Trade; *Japanese; *Needs Assessment; Program Descriptions; Second Language Learning; *Student Needs; Surveys; Workshops
IDENTIFIERS- *State University of New York Buffalo

This paper describes the process of developing and designing a Japanese business course for intermediate level students at the State University of New York (SUNY) at Buffalo and for a non-credit intensive workshop for local business people. A needs assessment was conducted by means of a survey to find out the expectations and goals of students and prospective employers in the Buffalo area. Data were drawn from intermediate level students who were interested in taking a business Japanese class, and from 16 local companies that have relations with Japan. The results of the survey were used to develop the business language program at SUNY Buffalo. Appended materials include the student questionnaire, survey results, and the goals and objectives and content of the business Japanese program at the University of Buffalo. (JL)

ED 388 077 FL 023 327

Urabe, Sadako
Japanese for Business Purposes: A Simulation Approach.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Class Activities; Classroom Techniques; College Second Language Programs; Course Descriptions; Course Organization; Cultural Awareness; Higher Education; Instructional Effectiveness; Intercultural Communication; *Japanese; *Languages for Special Purposes; Second Language Instruction; Simulation
IDENTIFIERS- *New York University

An innovative curriculum at New York University (NYU) for teaching business Japanese is described. Theoretical foundations for the approach used are reviewed, including research on language simplification and comprehensible input for classroom learning, the concept of importing the real world into classroom interaction, the role of specific tasks in facilitating language learning, and the effectiveness of paired or group work. Application of these principles in the NYU business Japanese course through the teaching method of simulation is then outlined. The classroom simulates a Japanese company office, in which several "companies" of the students' choice, staffed by students and two or more instructors, operate. Class activities are designed to provide opportunities language. Contains a 10-item bibliography. (MSE)

ED 388 097 FL 023 369

de Courcy, Michele; Birch, Gary
Reading and Writing Strategies Used in a Japanese Immersion Program.
PUB DATE- Dec 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Second Language Programs; College Students; Foreign Countries; Higher Education; *Immersion Programs; *Japanese; Learning Strategies; *Orthographic Symbols; Protocol Analysis; Reading Instruction; *Reading Strategies; Second Language Instruction; Transfer of Training; Writing Instruction; *Writing Strategies
IDENTIFIERS- Australia

A study investigated the reading and writing strategies used by four students in a Japanese immersion program at an Australian university. Data were gathered through classroom observation, open-ended interviews, and think-aloud protocols. Analysis revealed that the students had a limited repertoire of strategies. Their reading and writing of kanji (Chinese characters) was especially weak. They relied heavily on key words and inference to get meaning from written text. Japanese phonetic scripts and characters were read differently by the students, the former by sound leading to meaning, and the latter by tapping directly into meaning. For the writing of characters, repetition was the basic strategy used. Implications are that students in script-based immersion programs need to be taught specific strategies to deal with the new script. Reliance on strategies carried over from their phonetic-script background are ineffective. Appendices include: description of Australian Second Language Proficiency Ratings (ASLPR); Cloze test used for think aloud protocol; and transcription conventions used. Contains 35 references. (Author/MSE)

ED 388 098 FL 023 370

Benesch, Sarah, Ed.
Ending Remediation: Linking ESL and Content in Higher Education.
PUB DATE- 88
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *College Curriculum; Curriculum Design; Educational Strategies; *English (Second Language); *English for Academic Purposes; Higher Education; Instructional Materials; *Interdisciplinary Approach; Interprofessional Relationship; *Language Role; Language Teachers; Material Development; Second Language Instruction
IDENTIFIERS- *Content Area Teaching; *Language Across the Curriculum

A collection of essays on the integration of English-as-a-Second-Language (ESL) and content area instruction in higher education includes: "Using Feedback from ESL Students To Enhance Their Success in College" (Trudy Smoke); "When There Are No Links Between ESL and Content Courses" (Elaine Brooks); "The Adjunct Model of Language Instruction: An Ideal EAP Framework" (Marguerite Ann Snow, Donna M. Brinton); "Linking Content and enhancing job productivity and job opportunities. The partners in this project were: (1) Chinatown Manpower Project, the training partner; (2) Local 23-23, the union partner; and (3) the Greater Blouse, Skirt & Undergarment Association, Inc., and the Continental Garment Manufacturers Association of Greater New York, the industry partners. This final report of the project highlights the following: partners' participation; actual program accomplishments compared to proposed objectives; schedule of accomplishments; characteristics of participants and outcomes; dissemination activities; evaluation activities; and staff development activities. Appendixes contain sample tests and evaluation forms. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 388 118 FL 801 084

Friedenberg, Joan E.
Workplace Literacy Program (WPL) at Chinatown Manpower Project, Inc. Final Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Aug 95
NOTE- 54p.; For related documents, see ED 369 305 and FL 801 082-083.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); *Evaluation Methods; *Fashion Industry; *Literacy Education; *Program Evaluation; Second Language Instruction; Staff Development
IDENTIFIERS- New York (New York Chinatown); *Workplace Literacy

This document describes the procedures for and results of the external evaluation of the workplace literacy program for underemployed garment industry workers with low English skills at Chinatown Manpower Project, Inc. in Chinatown in New York City. The document describes the evaluation design and methodology as well as the evaluation results, which include results from context, input, process, and product evaluations. The evaluation concluded that the workplace literacy program continues to be planned and implemented effectively, with the most outstanding program components being program administration, curriculum development, teaching, and counseling. One recommendation raised by both program staff and students was the need for more English-as-a-Second-Language literacy training for students. Other recommendations concerned curriculum and instruction,. It was suggested that the curriculum developer should continue to develop more visual aids to support instruction, instructors should continue to work on students' pronunciation and syntax and grammar in English, and instructors should continue to give mastery quizzes. Finally, the program should work with the city of New York to upgrade the physical facility in which the program operates. Appended materials include a site visit schedule, sample curriculum, sample class schedule, sample class handout, interview questions, and the formative evaluation report. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 388 119 FL 801 085

Wrigley, Heide Spruck
May I Help You? English for the Workplace: Learning How To Interact with the Public. English for the Workplace.
PUB DATE- 87

ED 388 138 HE 028 680

Beattie, Kate
Internationalising Teaching.
PUB DATE- Mar 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *College Instruction; *Cultural Awareness; Cultural Pluralism; Ethnic Stereotypes; Foreign Countries; Higher Education; *Instructional Improvement; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Australia; *Diversity (Student); Faculty Attitudes

This booklet provides strategies for instructors to teach students from diverse cultural backgrounds and to encourage cultural awareness in their classrooms, focusing on the situation in Australian higher education. It discusses the need to avoid stereotyping students, to be aware of differing cultural norms, and to be clear about educational expectations. The booklet suggests ways for instructors to get to know their students and to encourage discussion and comprehension. It also provides suggestions for instructors to encourage specific learning styles. Includes a list of four recommended readings and five resource institutions. (MDM)

ED 388 139 HE 028 681

Mazelan, Patti; And Others
The 1994 Report on the Student Experience at UCE and Statistical Supplement.
PUB DATE- Sep 94
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Instruction; *College Students; Computers; Courses; Educational Environment; Financial Needs; Food Service; Foreign Countries; Higher Education; Library Services; *Satisfaction; Social Life; *State Universities; *Student Attitudes; Student Evaluation; Student School Relationship; Student Surveys; Teaching Methods; Travel
IDENTIFIERS- *University of Central England

This report presents the results of an annual survey of student satisfaction and dissatisfaction conducted at the University of Central England (UCE) in Birmingham. The survey polled 1,753 students in 16 classes about travel to UCE, library and computing services, refectories, student services, course organization and assessment, teaching methods and student workloads, teaching staff and teaching style, social life and self-development, financial circumstances, and the UCE environment. Results are reported by faculty, type of course, mode of attendance (full- or part-time), and location. A copy of the survey form is included in the report. A separate statistical supplement contains data tables related to patterns of use and student activities, along with tables about students' ratings of satisfaction and importance. (MDM) data are used, and explanation of such components of the statutory requirements for reporting IPEDS data as the general mandate, vocational education data, data on race/ethnicity and gender of students, fall staff data, library data, and mandatory reporting for institutions with program participation agreements. Definitions for IPEDS universe institutions are presented in a chart. The glossary contains 306 items. (JB)

ED 388 158 HE 028 701

Butterfield, Barbara; And Others
Incentive Pay: A Plan To Recognize Major Contributions by Individuals, Teams, or Departmental Units. HR Monograph Series.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Modification; *College Administration; College Faculty; Cost Effectiveness; Departments; Group Behavior; Higher Education; *Incentives; Mentors; Motivation; Organizational Communication; Productivity; *Program Design; Program Implementation; *Staff Development

This monograph describes how to design cash incentive programs in higher education as a way to help employees achieve their best productivity and as the most cost-effective way to communicate and stimulate the work behaviors that the institution values. Including a mentoring role as part of recognition of model departments or model managers not only spreads the expertise, but also provides a boost to the morale of those recognized. In designing an incentive pay program institutions should: (1) delegate selection to a small committee of the right people; (2) announce the award program to key stakeholders; (3) evaluate those nominated against clearly defined, measurable criteria; (4) celebrate appropriately and communicate awards to the campus community; and (5) teach and stimulate emulation of the model behaviors through forums, workshops, and one-on-one sessions with other members of the campus community. Incentive programs have many benefits to the institution itself. The cost of a program generally matches the amount of the cash incentive itself. Plans can be designed in a number of ways. Descriptions of model department initiatives and model individual incentives are included. Also discussed are challenges for successful implementation, and communicating about incentive programs. (Contains 16 references.) (JB)

ED 388 159 HE 028 702

Allen, Ben T.
Preventing Sexual Harassment On-Campus: Policies and Practices for Higher Education.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; Crime Prevention; *Federal Legislation; *Government School Relationship; Higher Education; Laws; Legal Responsibility; Policy Formation; Prevention;

Epstein, Ruth
Distance-Delivered Tertiary Programs for Indigenous People in Canada, Australia and New Zealand.
PUB DATE- Sep 95
NOTE- 611p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Community Involvement; Cultural Maintenance; Delivery Systems; *Distance Education; Foreign Countries; Higher Education; *Indigenous Populations; Institutional Characteristics; Language of Instruction; Open Universities; Program Descriptions; Program Design
IDENTIFIERS- *Australia; *Canada; *New Zealand; Stakeholders

This report is made up of 20 case descriptions of tertiary level distance-delivered educational programs developed specifically for indigenous students in three countries: Canada, Australia, and New Zealand. Included in each case is a description of the institutions and stakeholders involved in each course or program, history of the initiative, and its future. Each case focuses particularly on four areas: indigenous community involvements, inclusion of language and culture, student support, and course or program design and delivery. These are four of the areas identified in the literature as essential to the success of distance-delivered programs and courses for indigenous people. The information is based on review of program publications and face-to-face interviews with educators at the 23 institutions visited. Each case begins with a brief description of the institution at which the program is housed to provide readers with a context for the case. This is followed by a description of the stakeholders. Next is a brief overview of the case followed by sections on history and community involvement, client profile, inclusion of language and culture, student/participant support, design and delivery, and future and challenges. For some a separate section on student entry requirements and financial support is included. (Contains 57 references.) (JB)

ED 388 178 HE 028 721

Bennett, Sadie; And Others
Evaluation of the Federal Direct Loan Program. Survey of First-Year Direct Loan Institutions. Volume One--Summary Report and Volume Two--Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- Aug 95
NOTE- 510p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Federal Programs; Higher Education; Program Administration; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; Family Education Loan Program

This survey comprised of two volumes of the first year of implementation of the Federal Direct Loan Program among institutions of the first cohort was designed to assess institutions' experiences in transition to the new program and their satisfaction with the program overall. Results included:

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Cooperation; *Doctoral Degrees; Educational Attitudes; *Educational Research; *Experimenter Characteristics; Foreign Countries; *Graduate Study; Higher Education; Independent Study; Peer Relationship; *Researchers; Research Methodology; Self Evaluation (Individuals); Student Attitudes; Teacher Education

This paper discusses the role of self-study and collaboration in action research, focusing on one researcher's doctoral research on the process of studying for a Ph.D. degree in education. The goal of this research is to build case-studies of 19 individuals in England conducting doctoral research. The paper discusses possible techniques for examining the process of studying for a doctoral degree, as well as the development of a model of research as personal development which locates researchers' experiences of doing research in their autobiographies of their learning. It describes the conduct of this research on the Ph.D. process, comparing two researchers' motivations and actions relative to deciding to pursue a Ph.D. Three appendixes provide a timeline, conversation transcript, and inventory of archived data on the relationship between the two researchers and their joint self-study of the Ph.D. process. (Contains 31 references.) (MDM)

ED 388 198 HE 028 742

Education and Training beyond the Doctoral Degree. Proceedings of the American Psychological Association National Conference on Postdoctoral Education and Training in Psychology (Norman, Oklahoma, 1994).
PUB DATE- 95
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annotated Bibliographies; *Continuing Education; Educational Attitudes; Educational Policy; *Educational Trends; Evaluation; Financial Support; *Futures (of Society); Higher Education; Humanistic Education; *Lifelong Learning; Models; *Postdoctoral Education; Program Development; *Psychology; Social Change; Technological Advancement
IDENTIFIERS- Knowledge Bases

These conference proceedings address a broad range of issues related to postgraduate education and training beyond the doctoral degree for maintaining expertise in all areas of psychology. They focus on six general issues: (1) models for education and training beyond the doctoral degree; (2) societal needs, changing demographics, and national policies; (3) expanding knowledge and skills base; (4) impact of changing technology; (5) evaluation and lifelong learning; and (6) funding. Major papers included are: "AIDS as a Harbinger of Things to Come" (keynote address by Margaret A. Chesney); "Establishing the Framework: The Need, Role, and Potential of Postdoctoral Education" (Jill N. Reich and others); "A Taxonomy for Psychology" (Oscar A. Parsons and others); "Characteristics of Current Postdoctoral Programs" (Arthur N. Wiens and Cynthia

Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Computer Graphics; Computer Mediated Communication; Computer System Design; *Facial Expressions; Foreign Countries; Input Output Devices
IDENTIFIERS- Virtual Reality

The face is a small part of a human, but it plays an essential role in communication. An open hybrid system for facial animation is presented. It encapsulates a considerable amount of information regarding facial models, movements, expressions, emotions, and speech. The complex description of facial animation can be handled better by assigning multiple input accessories. These input accessories may be a simple script, a multi-input musical keyboard, a gesture dialogue from the DataGlove, or some other type of interactive physical or virtual device. Integration of all means of control offers flexibility and freedom to the animator. The scope of such an open system is tremendous. The system described is written in C with the interface built on top of the Fifth Dimension Toolkit. The various input components are independent processes running on UNIX workstations. Communication between the processes is done through sockets in stream mode using Internet protocol. A figure illustrates the system processes. (Contains 17 references.) (MAS)

ED 388 217 IR 017 366

Makedon, Fillia; And Others
Issues and Obstacles with Multimedia Authoring.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Case Studies; Computer Software Development; Conference Proceedings; Courseware; *Electronic Publishing; Higher Education; *Material Development; *Multimedia Materials; Problems; Production Techniques
IDENTIFIERS- Dartmouth College NH

This paper discusses some of the common threads shared by three dissimilar cases of multimedia authoring: multimedia conference proceedings, multimedia courseware development, and multimedia information kiosks. The benefits and pitfalls of academic development are reviewed and points of wisdom are shared. The paper draws on the experiences from some of the projects run at the Dartmouth Experimental Visualization Laboratory (DEVlab), which develops different types of multimedia applications. The task involved in a multimedia production effort are: requirement definition; software tool search; content research, media orchestration, and design integration phase; programming, integration, evaluation, and stepwise refinement; and product distribution and update maintenance of the software. Case 1, interactive conference proceedings, describes publishing the presented as clearly using the computer?; (2) Did the code demonstrations help you to understand the examples better?; (3) Did the code demonstrations help you to remember the concepts presented better?; (4) Would you have liked to take an electronic copy of the lecture material home for study and revision?; (5) How do you think the use of the computer affected the lecturer's presentation style?; (6) Do you prefer computer-based presentations or "traditional" presentations?; and (7) Overall, was the use of a computer to present the course of any benefit in helping you to understand the material presented? Results found that: 68% of students reported that the lecture materials were presented more clearly using the computer; 83% reported helpfulness of the code demonstration for understanding examples, and 75% for understanding long-term recall; 91% showed an inclination to take an electronic copy of the lecture home; 87% reported thinking the presentation method benefited lecturer's presentation style; 83% preferred computer-based presentations; and 82% indicated at least some overall benefit of CMP in understanding lecture materials. Student responses were found to be very positive, with strong correlations between scholastic ability (actual or self-perceived) and student approval of CMP. No significant variations in response were found between males and females, nor between native and non-native speakers. Nine figures illustrate data. (MAS)

ED 388 235 IR 017 384

Davies, Dick
Learning Network Design: A Methodology for the Construction of Co-operative Distance Learning Environments.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Computer Networks; *Computer System Design; Constructivism (Learning); *Context Effect; Cooperative Learning; *Distance Education; Foreign Countries; Information Technology; Teaching Methods
IDENTIFIERS- Learning Environment

Learning Network Design (LND) is a socially oriented methodology for construction of cooperative distance learning environments. The paper advances a social constructivist approach to learning in which learning and teaching are seen as a process of active communication, interpretation, and negotiation; offers a view of information technology as a medium of constrained communication; and finally develops an approach to the design of cooperative learning environments. It is argued that the embedded engineering paradigms that accompany telematic media are inappropriate for the design and construction of interactive social environments. An alternative process-oriented paradigm is proposed for the development of a design methodology. This paradigm sees learning as coordinated communication and computer technologies as communication tools. The approach to learning offered takes account of the potential openness in communication offered by the time and/or distant independent technologies of advanced cooperative learning technologies. It offers a socio-cognitive perspective on kanji idioms and has a puzzle game environment within a learning environment using Open Software Foundation (OSF)/Motif graphic user interface. In this environment, it is the goal of the game for students to find all kanji idioms hidden in the puzzle by combining puzzle elements (kanji). Although it is generally said to be difficult for foreigners to learn kanji idioms, they can be learned through playing the puzzle game without loss of learner motivation. Moreover, JUGAME does not prepare the puzzle patterns in advance. According to the teaching strategy, JUGAME generates an adaptive puzzle pattern focusing on the knowledge level of the student. JUGAME has been implemented on SONY EWS NWS-1750. Concepts are illustrated in four figures. Contains seven references. (Author/MSE)

ED 388 254   IR 017 403

Heift, T.; McFetridge, P.
The Intelligent Workbook.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Assisted Instruction; Computer System Design; Feedback; Foreign Countries; German; *Intelligent Tutoring Systems; *Second Language Instruction; *Workbooks

An authoring system is defined as a computer program which eliminates the need for course instructors to learn computer programming, but instead constructs pedagogical software based on instructors' responses to questions on teaching strategy and course material. This paper outlines an authoring system which not only exhibits this ease of use and flexibility in its design, but demonstrates intelligent behavior, one of the significant interactive qualities of computer assisted language learning. Intelligence is simulated by daemons (a program submodule, typically highly parameterized), each of which seeks a specific error in student input, providing the student with immediate error-contingent feedback. The user defines a daemon by providing a name and specifying the action the daemon will perform. The actions correspond to three decision points: string comparison, lexical search, and sentence search. The model, which allows the course designer to create any type of language exercise, is demonstrated in German as the target language, and English as the source language. An intelligent workbook is constructed through selecting, from a pool of exercises that has been created, those that will appear in the workbook, and assigning an order to them. The system described here was written in Allegro CommonLisp(TM) and runs on the Apple Macintosh(TM). Contains five references. (Author/MAS)

ED 388 255   IR 017 404

Henderson, L.; And Others
Interactive Multimedia, Concept Mapping, and Cultural Context.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Assignments; Computer Assisted Instruction; Computer Interfaces; *Courseware; Feedback; Formative Evaluation; Higher Education; *Hypermedia; Information Systems; *Instructional Material Evaluation; Interviews; *Multimedia Instruction; Questionnaires; Summative Evaluation; *Teaching Methods; Universities
IDENTIFIERS- Greeks; *HyperCard

Sixteen courses were taught over a 2-year period at eight universities using Perseus, a HyperCard-based hypermedia information system that contains multimedia information about the Greek world, in order to examine how type of assignment influenced student perceptions about the Perseus interface and learning performance. Data collection methods included interviews, observations, automatic transaction logging, questionnaires, and document analysis. Initially, evaluation was mostly formative to provide feedback to the designers; the focus later shifted to summative results that addressed how Perseus affects teaching and learning. Assignments were classified as either directed (high instructor control), undirected (high learner control) or mixed. Those assignments that used both instructional types generally yielded better ratings; directed assignments yielded higher ratings for confidence, and undirected assignments yielded higher ease of use ratings. Additionally, performance ratings were correlated with interface effects, but not with frequency of use or previous computer experience. (Contains 13 references.) (AEF)

ED 388 273   IR 017 422

Martins, Joaquim Arnaldo; Pinto, Joaquim Sousa
Hypermedia Courseware and Collaborative Tools for MS-Windows Environment.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; *Cooperative Learning; *Courseware; Editing; Foreign Countries; Group Instruction; *Hypermedia
IDENTIFIERS- Browsing; Microsoft Windows; *Object Oriented Programming

This paper describes the design of a set of hypermedia tools intended to produce courseware to be used for individual or group learning in a cooperative way. The system was developed for the MS-Windows environment, supporting OLE (object linking and editing) technology. With OLE technology, the user does not have to leave an application to create or edit specific data. The Hypermedia Editor was designed to create and annotate the courseware in a stand-alone mode; the Hypermedia Player allows students to browse documents for self or group study; and the Hypermedia Browser works jointly with the Editor and Player to view lessons or to build the hypermedia structure. Future developments in the area of document distribution and storage will require collaborative tools to make these systems more usable and ergonomic. (Contains nine references.) (AEF)

ED 388 274   IR 017 423

Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Communication (Thought Transfer); Computer Assisted Instruction; *Computer Simulation; Foreign Countries; Higher Education; *Interactive Video; Learning Experience; Problems; *Professional Development; Role Playing; Student Behavior
IDENTIFIERS- *Conversation; McGill University (Canada); *Negotiation Processes

The ability to successfully conduct specialized conversations in stressful situations is an essential part of professional competence in a number of subject areas; however, there are few opportunities for students to practice the required skills in a realistic environment. The McGill Negotiation Simulator project was established to investigate the use of interactive video to simulate specialized conversations. A series of increasingly challenging conversations with the same person on the same subject was created by adding new facts to the situation under discussion in the first conversation. High resolution, full screen, full motion video was used. Maximizing realism may not always maximize the learning experience; however, it seems to augment student concentration. The disadvantage of high resolution, full screen, full motion video is hardware cost. The first series of three simulations included a sales negotiation in which the student represents an aircraft manufacturer trying to sell a commuter aircraft to the vice president of a major airline. There were problems on two levels. Conceptually, it was questioned whether simulating a person was possible, given the complexity of human communication and behavior. On the implementation level, the question was whether the student would have the feeling of carrying on a conversation with a real person; another problem was video time consumed while the student chose what to say from a menu. It can be concluded that it is possible to create realistic, involving and challenging simulated conversations for use by students practicing specialized conversational skills; while these have a number of advantages over role-playing exercises, they do not replace them. (AEF)

ED 388 291 IR 017 440

Chee, Yam San
SMALLTALKER: A Cognitive Apprenticeship Multimedia Environment for Learning Smalltalk Programming.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Feedback; Foreign Countries; *Multimedia Instruction; Programming; Student Interests; Student Motivation; *Teaching Methods
IDENTIFIERS- *Cognitive Apprenticeships; Knowledge Acquisition; Learning Environment; *SmallTalk Programming Language

Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994). Panel Discussions.
PUB DATE- 94
NOTE- 29p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; Computer Games; Computer Mediated Communication; *Computer Uses in Education; Design Requirements; Educational Technology; Electronic Publishing; Elementary Secondary Education; *Hypermedia; *Instructional Effectiveness; *Programming; Science Education; Social Studies
IDENTIFIERS- Internet

Six conference panel discussions on uses of technology in education are presented. The first panel, "The Use of Hypermedia in the Teaching and Learning of Programming" (Tom Boyle, Chair, and others) discusses achievements in hypermedia-based instruction, design needs, and experiences. The second panel, "Virtual Clayoquot Video Database: The Bayside Middle School Implements a Networked Multimedia Socio-Scientific Study about a British Columbia Rainforest" (Ricki Goldman-Segall, Chair) describes the implementation of a science and social studies computer-based learning environment at a Vancouver Island (Canada) junior high school. The purpose of the "Virtual Clayoquot" project is to enable students to conduct their own research in order to become informed decision makers about socially important scientific issues. The third panel, "Internetworking for K-12 Education" (Vicki Hanson, Chair, and Nancy Butler Songer) discusses the use of innovative learning models and telecommunications technologies to bring the experience of "real" scientific investigations. The fourth panel, "Can Electronic Games Make a Positive Contribution to the Learning of Mathematics and Science in Intermediate Classrooms?" (M. M. Klawe, Chair, and others) discusses the potential of electronic games for learning mathematics and science in the middle grades. It closes with an exploration of both favorable and critical beliefs held by teachers and parents. The fifth panel, "Multimedia Publishing in Education: New Platforms, Products, and Markets" (Karen B. Levitan, Chair) discusses the changes in multimedia publishing for education from the point of view of both traditional textbook publishers and nontraditional organizations entering the publishing arena. The sixth panel, "Distance Learning" (Robert J. Seidel, Chair, and others) discusses the effectiveness and costs of distance education and its uses in military training. (AEF)

ED 388 309 IR 017 458

Abbanat, Rob; And Others
ED-Media 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994). Short Papers.
PUB DATE- 94
NOTE- 77p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

indicated that they planned to transfer; (3) 69% said that they were receiving one or more types of financial aid, while 28% indicated that they were experiencing financial difficulties; (4) with respect to perceptions of the campus, the quality of teaching received the highest number of "excellent" ratings (37 respondents), while a large number were not using the career planning services; and (5) course content and offerings received the highest number of "poor" and "very poor" ratings at 25 and 4, respectively. Based on student comments, it was evident that the campus was a less-than-friendly environment for minority students. Recommendations for improving the climate include sensitivity training workshops for staff and faculty, offering courses to explore different cultural heritages, and public relations and outreach programs to increase community minority awareness of the campus. (Student responses to the survey are attached.) (TGI)

ED 388 328 JC 950 511

Survey of New Freshmen Fall Semester 1993, Kent State University Trumbull Campus.
PUB DATE- Apr 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Career Choice; *College Freshmen; Day Care; Financial Problems; Multicampus Colleges; *Student Attitudes; Student Characteristics; Student Development; *Student Educational Objectives; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- Kent State University OH Trumbull Campus

To gather data on the expectations, goals, perceived barriers, and academic plans of new freshmen students, the Trumbull Campus of Kent State University, in Ohio, surveyed the 358 new freshmen in fall 1993. Completed questionnaires were received from 276 (81%) of the students. An analysis of responses revealed the following: (1) the largest reported academic and career goal areas were health care and medical fields, with 58 students citing nursing; (2) 61% indicated that they intend to transfer to another institution; (3) 17.6% expected to complete their academic goals in 1 to 3 years, while 54.4% expected to take 3 to 5 years; (4) 52% were receiving some form of financial aid, while 46% identified financial difficulties as the greatest barrier to academic performance; (5) 28% of the respondents indicated that they had children of child care age and of these, 82% indicated that they would use on-campus child care; (6) 87% felt that they received sufficient information on their academic programs, requirements, and course selection options, and 84% reported that they had received the schedule that they wanted; (7) 37% indicated that they were the first in their family to go to college. Appendixes include student comments related to suggestions for improving services, issues of child care, student-identified academic and career goals, and concerns about their first semester in college. (TGI)

ED 388 329 JC 950 512

Kent Trumbull Student Transfer Behavior. Survey Results, Conclusions, and Implications.
PUB DATE- Apr 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

The Community College Open-Door Philosophy: What Negative Outcomes Have Developed?
PUB DATE- 16 Oct 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Access to Education; *Administrative Problems; *College Role; *Community Colleges; Educational Improvement; Educational Quality; Institutional Mission; Nontraditional Students; *Open Enrollment; Outcomes of Education; School Effectiveness; Two Year Colleges

One of the most important elements of the community college is the open enrollment policy, providing students who may have performed poorly in high school with a fresh start. Serving academically underprepared students is an important objective of community colleges, but the practice is not without pitfalls. Negative outcomes of the open enrollment policy include: (1) enrichment courses offered for credit are being used in place of academic courses, resulting in increased retention and student satisfaction, but not in mastery of academic skills; (2) some students enroll primarily to collect unemployment benefits, attracting students with financial problems and/or a lack of direction who never complete their academic programs; (3) an academically-underdeveloped student base may result in a "watering down" of instruction which can later result in transfer shock; (4) secondary schools expect community colleges to assume too much responsibility for teaching academic fundamentals, while student skills are at an all-time low despite higher high school grade point averages; (5) underprepared students mean extended orientation courses of larger size, shorter durations, with less faculty training; and (6) the open door policy is severely threatened by federal and state funding cuts. Rather than abolishing the open-door system, colleges should take steps to address these issues, including improving communication with secondary schools to help them meet college scholastic requirements, seeking new sources of revenue, and controlling enrollment in enrichment and learning skills courses. (Contains 31 references.) (KP)

ED 388 346 JC 950 530

Shipley, Dale
Transforming Community Colleges Using a Learning Outcomes Approach.
PUB DATE- 27 Oct 95
NOTE- 40p.; Paper presented at a workshop sponsored by the Advanced Education Council of British Columbia and the Centre for Curriculum and Professional Development (Richmond, British Columbia, Canada, October 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Change Strategies; *Community Colleges; *Competency Based Education; *Curriculum Development; *Educational Change; Foreign Countries; Learning Activities; *Learning Theories; *Outcomes of Education; Program Implementation; Two Year Colleges

Focusing on theories and practices related to outcomes-based learning (OBL), this paper presents arguments for adopting an OBL approach in Canada's community colleges. Introductory

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; College Role; *Community Colleges; Community Coordination; Community Education; *Curriculum Design; *Institutes (Training Programs); Leaders Guides; Leadership Styles; *Leadership Training; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Gulf Coast Community College FL

As part of an effort to renew and rebuild the concept of community, Florida's Gulf Coast Community College has proposed the Citizen Leadership Training Program (CLTP). The CLTP is based on the premise that citizen leaders (CLs) exist in all communities and that by engaging citizens in a comprehensive curriculum, community colleges can assist individuals in recognizing and accepting responsibility for active participation in problem-solving at community, state, and national levels. Program content areas include: (1) the CL as a cornerstone to building community, focusing on the philosophical foundations of politics, self-esteem, leadership styles and settings, values, barriers in diversity, understanding attitudes and behaviors, strategies for embracing diversity, networking and assessing in diversity, and power; (2) the CL as communicator, dealing with introspection and self-talk, patterns and purposes of communication, listening/questioning skills, group discussion techniques, moderating skills, and persuasion and advocacy; (3) the CL as collaborator, including issues related to conflict resolution, managing emotional disruptions and distractions, critical thinking and problem-solving, rational decision-making, and facilitating collaboration; and (4) the CL leader as catalyst, discussing goal setting and action planning, motivation and empowerment, problem framing, team building and community coalitions, working in a cross-cultural society, resource mobilization, and managing change and uncertainty. The core of the CLTP has been organized into 2, 15-hour segments, and may be offered as 4, 7, or 10 non-credit courses. (KP)

ED 388 363 JC 950 549

Johnson, Larry, Ed.
Leadership Abstracts, 1995.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Administrator Effectiveness; Administrator Role; *Community Colleges; Distance Education; Educationally Disadvantaged; *Educational Opportunities; *Educational Technology; Endowment Funds; Learning Theories; Lifelong Learning; *Partnerships in Education; Two Year Colleges

The abstracts in this series provide two-page discussions of issues related to leadership, administration, and teaching in community colleges. The 12 abstracts for Volume 8, 1995, are: (1) "Redesigning the System To Meet the Workforce Training Needs of the Nation," by Larry Warford; (2) "The College President, the Board, and the Board Chair: A Primer on Effective Relationships," by Wayne Newton and Norm Nielsen; (3) "From Teaching to Learning: A New Reality for Community

NOTE- 93p.; For a companion document, "Rate Surveys and Policies: Key Issues for Advocates," see PS 023 398.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Advocacy; *Community Surveys; *Day Care; Early Childhood Education; *Educational Policy; Federal Legislation; Federal Programs; *Fees; Free Enterprise System; Grants
IDENTIFIERS- *Child Care Costs; *Market Research; Reimbursement Programs

This report is designed to help policymakers, child care providers, and advocates establish child care rate support policies that support high quality in the context of government-subsidized, privately-provided child care. It also provides advice on the development and interpretation of market rate surveys of local child care fees. Part 1 discusses decisions to be made before conducting a market rate survey, including who should be surveyed, when, how, and by whom. Part 2 examines what should be included in the survey, such as data on children's age, units of service, and sliding fee scales. Part 3 focuses on the preparation and pre-testing of the survey instrument. Part 4 discusses the use of market rate survey data to establish policies that support quality child care, including the establishment of rate ceilings, the incorporation of special fees into the rate structure, and policies regarding absences, vacations, or breaks in employment. Six appendixes provide a summary of the report's recommendations, alternative approaches to defining market areas, establishing conversion formulas, proposed child care regulations that affect rate policies and ceilings, methodology, and a list of state contacts on market rate surveys. (MDM)

ED 388 381 PS 023 401

Sherman, Arloc
Wasting America's Future: The Children's Defense Fund Report on the Costs of Child Poverty.
PUB DATE- 94
NOTE- 177p.; Introduction by Marian Wright Edelman. Foreword by Robert M. Solow.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Advocacy; Childhood Needs; *Child Rearing; *Children; Child Welfare; Disabilities; *Disadvantaged Youth; Economically Disadvantaged; Economic Change; Economic Factors; Economic Impact; Elementary Secondary Education; Low Income; Minority Group Children; Minority Groups; *Poverty; *Poverty Programs; Quality of Life; Social Change
IDENTIFIERS- *Childrens Defense Fund

A quarter of children under age 6 are poor. Poverty has a multiple and cumulative effect on children, regardless of race, family structure, or parental education level. As part of the Children's Defense Fund's Costs of Child Poverty Research Project, this report shows the effects of poverty on children. The Children's Defense Fund's stated mission is to provide a voice for children who cannot vote, lobby, or speak for themselves, emphasizing the needs of poor and minority children and those with disabilities. This report provides evidence that money could actually be saved by reducing children's poverty.

PUB DATE- Oct 94
NOTE- 16p.; For a related document, see PS 023 673.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Early Experience; Elementary Education; *Elementary School Students; Longitudinal Studies; *Preschool Education; *School Readiness; Teacher Attitudes
IDENTIFIERS- Broward County Public Schools FL; Florida (Broward County); *Project Head Start; Stanford Achievement Tests

The report presents the results of a longitudinal study that sought to determine if children who participated in Head Start preschool programs demonstrated higher levels of achievement in elementary school, as evidenced by scores on the Stanford Achievement Test in third-grade and first-grade teacher reports. The study involved students who received Head Start services in Broward County, Florida, during 1988-89 and who remained enrolled in county schools through 1993-94, along with 50 first-grade teachers. The study found that although the first-grade teachers indicated that Head Start participation had a positive impact on school readiness, analysis of achievement test scores in third grade indicated no statistically significant differences between former Head Start participants and those not attending Head Start. Two appendices provide a statistical analysis of the achievement test scores. Contains 23 references. (MDM)

ED 388 401 PS 023 673

Blasik, Katherine A.; Knight, Karen
Head Start Program.
PUB DATE- Sep 94
NOTE- 29p.; For a related document, see PS 023 672.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Objectives; Educational Quality; Elementary Education; *Elementary School Students; Health Services; Interpersonal Competence; Longitudinal Studies; *Parent Attitudes; Parent Participation; *Preschool Education; School Readiness; Social Services; Teacher Attitudes
IDENTIFIERS- Broward County Public Schools FL; Florida (Broward County); *Project Head Start

This report describes Head Start preschool programs in Broward County, Florida, and examines the goals, expected outcomes, and parental satisfaction levels of the programs. It is based on interviews with program staff, federal and local reports, telephone surveys of parents of 57 randomly selected first-graders who attended Head Start in the county in 1993-94, and surveys of teachers and parents of 50 randomly selected first-graders who attended Head Start in the county in 1991-92. The findings suggest that program staff continue to provide a high quality preschool experience for children of low-income families, as well as ensuring medical and dental screening and follow-up for children of disadvantaged families who might not otherwise have sought access to such services. In addition, the families reported satisfaction with the support offered to them by Head Start staff. Five appendixes provide county-wide Head Start data and the results of parent and teacher surveys. (Contains 24 references.) (MDM)

ED 388 402 PS 023 674

Promoting Families for the Well-Being of Individuals and Societies. World NGO Forum, "Launching the International Year of the Family 1994" (Malta, November 28-December 2, 1993). Summary Report.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family (Sociological Unit); Family Environment; Family Life; *Family Problems; Family Programs; *Family Role; Fathers; Feminism; Parent Child Relationship; Parent Role; Public Policy; Quality of Life; *Well Being
IDENTIFIERS- Family Advocacy; Family Assistance Plans; Family Development; Family Functioning; Family Literacy

The Malta World NGO Forum, which launched the International Year of the Family (IYF) 1994 presented many views supporting the theme of promoting families for the well-being of individuals and societies. This theme reflected the opinion that IYF should be an opportunity to integrate the achievements for family members of previous United Nations (UN) years and by taking a realistic and global approach to the family as "the basic unit of society" and the natural environment for the healthy development of all its members. The summary report provides a summary, concerns, and recommendations in focal areas for action, the Malta Statement on the IYF 1994, and the forum program elements. Some important concerns addressed in the report include: the diversity of families; family needs and problems; the importance of the family; women's rights and the family; the role of the father; family poverty; family health and literacy; and parent-child relationships. (AP)

ED 388 422 PS 023 711

Kotlus, Ellen
Checking Up on Early Childhood Care & Education. EdTalk.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Child Health; *Day Care; *Early Childhood Education; Family Environment; *Family Involvement; Family Relationship; Family School Relationship; Federal Legislation; Program Effectiveness; Teacher Education; Young Children
IDENTIFIERS- Caregiver Training; *Elementary Secondary Education Act; *Project Head Start

This guide provides states, local agencies, policy makers, and early childhood service providers with an understanding of the provisions of two laws, the reauthorization of Head Start and the reauthorization of the Elementary Secondary Education Act (ESEA). It presents background information and important issues on early childhood care and education from research and development. The guide is organized into five broad tenets that have emerged from public discourse on the topic of early childhood care and education and that formed the core of the federal laws. The five tenets are as follows: (1) young children and their families need services that are family-they worried about harm. The report also found that senior high school students were less likely to report using harm avoidance strategies than elementary, middle, or junior high school students, and that white students were less likely to use such strategies than black or Hispanic students. A lower percentage of private school students than public school students reported the use of any strategy to avoid harm at school. A discussion of survey methodology and data reliability is included. (MDM)

ED 388 441 PS 023 767

Zill, Nicholas; And Others
Approaching Kindergarten: A Look at Preschoolers in the United States. National Household Education Survey. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; At Risk Persons; *Behavior Problems; Child Development; Child Health; Early Childhood Education; *Literacy; National Surveys; Numeracy; *Preschool Children; *Psychomotor Skills; Racial Differences; *School Readiness; Sex Differences; *Socioeconomic Influences
IDENTIFIERS- *Emergent Literacy; National Household Education Survey

This report examines the prevalence of selected accomplishments and difficulties in a national sample of 4,423 children from 3 to 5 years of age who had not yet started kindergarten. The data were collected as part of the 1993 National Household Education Survey (NHES). The report focused on 2,000 children who had turned 4 by the end of 1992 and were about 6 months away from starting kindergarten. It found that more than 9 out of 10 of these 4-year-olds could button their own clothes and hold a pencil properly, and that more than 8 out of 10 could identify the primary colors by name. Only about 6 in 10 could count to 20 or recognize most letters of the alphabet, however. The report also found that more girls than boys demonstrated each of the literacy and small motor skills covered in the survey, and that Hispanic preschoolers were reported to show fewer signs of emerging literacy and to be in less good general health than white and black children. A discussion of survey methodology and data reliability is included. Two appendices provide information on interview items and regression analysis of sociodemographic risks. (Contains 75 references.) (MDM)

ED 388 442 PS 023 769

Kishimoto, Tizuko; Haddad, Lenira
Modern Family in Context: The Case of Brazil.
PUB DATE- Sep 95
NOTE- 9p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Day Care; Day Care Centers; *Educational Attitudes; Educational Policy; Family

Elementary Secondary Education; Equal Education; *Females; Foreign Countries; Global Approach; Policy Formation; Population Growth; Quality of Life; *Rural Development; *Sex Discrimination; Sex Role; Sustainable Development; *Womens Education; World Problems
IDENTIFIERS- *Environmental Protection; Gender Gap

In much of the nonindustrialized world, women are the main providers of water, fuel, food, and other basic necessities, and thus often play the part of environmental managers. Because they are more directly connected to the environment, women are the most directly affected by environmental degradation, yet rarely have women been heard in discussions about global environmental problems. Economic development projects generally ignore women's needs and knowledge; most are oriented toward the expansion of cash economies and income generation, which often undermines stable subsistence economies, and displaces poor rural people who are then forced to destroy their own environment to survive. The solution to rapid population growth, also a factor in environmental degradation, centers on the need to improve levels of education and economic and social opportunities for women and girls. The importance of women in development and environmental management is being increasingly recognized by governments, lending institutions, and international development agencies, such as the World Bank, which has announced the education of girls as a top priority in its lending programs. Few tasks offer the potential for such sweeping improvements in both environmental protection and the quality of life around the world as does ensuring the equality of women. (TD)

ED 388 460 RC 020 098

Stewart, Ian; And Others
Bureaucratic Impediments to Aboriginal & Torres Strait Islander Empowerment, Self-Determination & Self-Management.
PUB DATE- 93
NOTE- 37p.; Paper presented at the National Social Policy Conference: "Theory and Practice in Australian Social Policy: Rethinking the Fundamentals" (1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Bureaucracy; Cultural Differences; Cultural Interrelationships; Educational Policy; Elementary Secondary Education; Federal Legislation; Foreign Countries; Government Role; *Indigenous Populations; Planning Commissions; *Policy Analysis; Policy Formation; Political Influences; *Public Policy; *Self Determination
IDENTIFIERS- *Australia (Torres Strait); Empowerment

This paper examines the context of current social policy and analyzes the bureaucratic impediments to achieving greater coordination of programs and services for Australia's Aborigines and Torres Strait Islanders. Specifically, the paper demonstrates how a "national commitment" involving bureaucratic rationality and imperatives continues to undermine the principles and practices of Aboriginal empowerment, self-determination, and self-management. Aboriginal demands for self-determination and self-management arise from a history of continuous oppression since the European invasion of Australia in 1788. The response of the Australian nation-state to Aboriginal and Torres Strait Islander concerns about sovereignty have largely been handled through "bureaucratic

NAES College 1995 .
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- *American Indian Education; American Indian History; American Indians; *Colleges; Educational Attitudes; *Educational Development; Educational History; *Educational Policy; Elementary Secondary Education; *Higher Education; Self Determination; Tribally Controlled Education; Trust Responsibility (Government)

This essay traces the development of American Indian higher education from first contact to the 1970s. English colonials took an early interest in educating Indians for cultural change. Several 17th- and 18th-century colleges, such as Harvard and Dartmouth, recruited American Indians to train as missionaries and teachers to their own peoples, but most Indian students died of disease. In the early 1800s, the Choctaws and Cherokees established training schools, and after the Civil War, churches established colleges for Indians as well. In the 19th century, the federal government did not support higher education for American Indians, whom it aimed to turn into individual land-owning farmers. At the start of the 20th century, only one state school and one church-run school served Indian higher education needs. In the 1930s, federal support for Indian higher education began to develop, and returning World War II veterans added to the impetus. By 1957, over 2,000 Indians were enrolled in colleges, and financial aid was offered by tribes, federal and state governments, and private organizations. However, Indian educational programs at all levels suffered from poor quality and high dropout rates. Programs established under the rubric of self-determination in the 1960s were shaped at first by federal, not tribal, standards. Initiatives toward community-controlled education led to the development of the tribal community college system. There are now 29 tribally controlled colleges, comprising the American Indian Higher Education Consortium. Their primary strength is in offering education at home so that students do not need to leave their communities to pursue higher education. Their largest challenge remains making higher education relevant within the community and supportive of tribally-defined community development. Contains 38 notes. (SV)

ED 388 479 RC 020 311

Tester, Frank James; Kulchyski, Peter
Tammarniit (Mistakes): Inuit Relocation in the Eastern Arctic, 1939-63.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 94
NOTE- 440p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Canada Natives; *Eskimos; Foreign Countries; Indigenous Populations; Minority Groups; North American History; *Public Policy; Racial Discrimination; *Relocation; Social Responsibility; *Trust Responsibility (Government); *Welfare Services
IDENTIFIERS- *Canada (North); *Canadian History

Between 1939 and 1963, the Canadian federal government embarked on a program of relocation and relief in the Eastern Arctic although there is room for improvement with regard to minority participation. Information about all available UFEP projects needs to be more effectively disseminated by NSF if all potential audiences for UFEP are to be reached and served and travel costs may need to be subsidized in some way for some potential participants. Contains 49 statistical tables, 17 statistical figures, questionnaires, and technical notes. (JRH)

ED 388 495 SE 056 501

Science 10: Course of Studies.
PUB DATE- 31 May 94
NOTE- 101p.; For related documents, see SE 056 502-504 and SE 056 532.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; Conservation (Concept); Earth Science; Foreign Countries; High Schools; *Interdisciplinary Approach; Physics; *Science and Society; *Science Curriculum; Science Education; *Student Centered Curriculum
IDENTIFIERS- Alberta

Presented in both English and French, Science 10 is an integrated academic course that helps students in Alberta, Canada better understand and apply fundamental concepts and skills common to biology, chemistry, physics, and the Earth sciences. The major goals of the program are: (1) to develop in students an understanding of the interconnecting ideas and principles that transcend and unify the natural science disciplines; (2) to provide students with an enhanced understanding of the scientific world view, inquiry, and enterprise; (3) to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society; (4) to help students make informed decisions about further studies and careers in science; and (5) to provide students with opportunities for acquiring knowledge, skills, and attitudes that contribute to personal development. This booklet includes information on general and specific learner expectations and units on: energy from the sun, energy and matter in living systems, energy and matter in chemical change, and change and energy. Each unit outlines the major concepts and the understanding, skills, and interrelationships among science, technology, and society that students should be able to demonstrate. (JRH)

ED 388 496 SE 056 502

Chemistry 20-30: Program of Studies.
PUB DATE- 31 May 94
NOTE- 108p.; For related documents, see SE 056 501, SE 056 503-504, and SE 056 532.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Bonding; Chemical Equilibrium; *Chemistry; Electrochemistry; Foreign Countries; High Schools; Interdisciplinary Approach; *Science and Society; *Science Curriculum; Science Education; *Student Centered Curriculum; Thermodynamics
IDENTIFIERS- Alberta

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Environment; Classroom Research; *Classroom Techniques; *Educational Strategies; Educational Technology; Instructional Materials; *Language Teachers; Second Language Instruction; *Second Languages; Skill Development; *Teacher Education; *Teaching Skills; Time Factors (Learning)

This book presents 46 classroom activities that teacher educators have used in helping people learn to teach. Some are specific to learning how to teach second languages, but most can be used to address the teaching of any subject matter. All emphasize what teacher trainees bring to the process of becoming independent, self-sufficient classroom practitioners. Each activity is introduced by a brief narrative about the activity in practice, followed by a step-by-step procedure and brief rationale. Caveats and options for extending the activity are also noted. Some contributions include reference lists and/or handouts that can be photocopied. Activities are organized in these categories: those designed for use within a single class period; those designed for use over an extended period; preservice teacher education; inservice training; activities for academic programs; activities for workplace/language classrooms; settings combining academic input and classroom experience; general formats for learning teaching; interpersonal dynamics; structuring discussions; using collaborative work; activities directed by the teacher-learner; using audiovisual equipment; drawing on shared experience; addressing cultural issues; accessing complex ideas; using special skills to learn how to teach; training for specific teaching skills; developing awareness; and encouraging the teacher as researcher in the language classroom. (MSE)

ED 388 059 FL 023 307

Bailey, Kathleen M., Ed.; Savage, Lance, Ed.
New Ways in Teaching Speaking. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 94
NOTE- 317p.; For related documents, see FL 023 302-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

DESCRIPTORS- Audiovisual Aids; Class Activities; *Classroom Techniques; Dialogs (Language); *English (Second Language); English for Academic Purposes; Games; Grammar; Group Dynamics; Interpersonal Communication; Interviews; *Language Fluency; Language Proficiency; *Oral Language; Phonology; *Pronunciation Instruction; Role Playing; Second Language Instruction; Skill Development; *Speech Skills; Vocabulary Development

This guide describes activities used by language teachers in developing students' oral communication skills. Activities are presented for instruction in English as a Second Language as well as other second languages. Ideas are organized in 4 parts, with 14 subsections: fluency (conversation, fluency and interaction, group work, dialogues and role plays, games for speaking, using audiovisual aids); accuracy (functions, grammar, vocabulary); pronunciation (segmental phonemes, suprasegmental phonemes); and speaking in specific contexts (oral presentations, spoken English for academic purposes, interviews and questioning). Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, for realistic communicative use of Japanese. Japanese corporate culture and Japanese etiquette are introduced through the curriculum. Language use is designed to simulate actual business language style. Authentic written materials are used, and written language is introduced in Chinese characters, as in a real office. Student response to the course design has been positive. The weakest curriculum area has been writing, and this will be addressed through out-of-class assignments, with classroom time devoted to ineraction. The class schedule is appended. Contains 32 references. (MSE)

ED 388 078 FL 023 328

Weinmann, Sigrid
German for Engineers and Scientists: Initiatives in International Education.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-327.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; College Second Language Programs; *Cross Cultural Training; Cultural Awareness; *Engineering Education; *German; Graduate Study; Higher Education; Intercultural Communication; International Educational Exchange; *International Studies; Internship Programs; *Languages for Special Purposes; Program Descriptions; Reading Comprehension; Science Education; Second Languages; *Study Abroad; Technical Writing; Translation; Undergraduate Study; Vocabulary Development
IDENTIFIERS- Michigan Technological University

The Michigan Technological University program in German area studies is described. The program is designed for science and engineering students at both undergraduate and graduate levels. Its components include: a 1-year scientific German sequence, stressing specialized vocabulary, reading skills, use of reference materials, translation into English, and the more difficult linguistic structures characterizing scientific and technical literature of those fields; active exchange programs with German universities; internships in German industry and university research institutes; pre-departure orientation seminar for both work and study abroad to address student concerns, expectations, potential adjustment problems, and cultural issues; a re-entry workshop to help students synthesize their overseas experiences; a doctoral program in manufacturing and German, including dissertation research in a German university and work in an American company both in the United States and in Germany; and a number of certificates reflecting specialized study. (MSE)

ED 388 079 FL 023 330

Hiranpruk, Chaiskran
The Politics of Development: The Languages of Industrialization.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the International Conference on Language in Development (2nd, Bali, Indonesia, April 10-12, 1995).
LANGUAGE- English

Language Teachers: Collaboration Across the Curriculum" (Sarah Benesch); "Language Across the Curriculum: A Model for ESL Students in Content Courses" (Linda Hirsch); and "Language and/or Content? Principles and Procedures for Materials Development in an Adjunct Course" (Ellen Guyer, Pat Wilcox Peterson). Each paper includes references. (MSE)

ED 388 099 FL 023 371

Rigg, Pat, Ed.; Enright, D. Scott, Ed.
Children and ESL: Integrating Perspectives.
PUB DATE- 86
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Advocacy; *Child Language; Children; Classroom Techniques; Educational Strategies; Elementary Education; *English (Second Language); Ethnography; Language Teachers; Reading Instruction; *Reading Processes; Second Language Instruction; Second Language Learning; *Teacher Role; *Teacher Student Relationship; Writing Instruction; *Writing Processes

Seven essays address aspects of English-as-a-Second-Language (ESL) instruction for children, seen from a variety of perspectives: research, teaching, and ethnography. They include: "Introduction: Children and ESL" (D. Scott Enright, Pat Rigg); "ESL Teachers as Language Advocates for Children" (Courtney Cazden); "ESL Children's Writing: What We've Learned, What We're Learning" (Sarah Hudelson); "Reading in ESL: Learning from Kids" (Pat Rigg); "A Children's Story" (Carole Urzua); "'Use Everything You Have To Teach English': Providing Useful Input to Young Language Learners" (D. Scott Enright); and "Endnote: Integrating Perspectives" (Pat Rigg, D. Scott Enright). All papers contain references. (MSE)

ED 388 100 FL 023 373

Wilhelm, Kim Hughes
Intercultural Communication and the Decision-Making Process: Americans and Malaysians in a Cooperative University Setting.
PUB DATE- Jul 95
NOTE- 25p.; Paper presented at the meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28-April 1, 1995) and at an International Conference on "Intercultural Communication: The Last Twenty-Five Years and the Next" (Rochester, New York, July 13-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Comparative Analysis; Cultural Traits; Decision Making; *English (Second Language); Foreign Countries; Higher Education; *Individualism; *Intercultural Communication; Power Structure; *Problem Solving; Second Language Instruction; *Sex Differences
IDENTIFIERS- Americans (United States); Malaysia; *Malaysians

A study investigated the application of Geert Hofstede's theory of cultural dimensions in management to the situation of Malaysian (n=8) and American (n=4) instructors in implementing a new English-as-a-Second-Language curriculum in Malaysia. American and Malaysian cultures are compared on four dimensions: social differentiation by gender; desire for certainty; acceptance of unequal power distribution; and interdependence between individuals. Differences between the

NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adults; *Communication Skills; Language Usage; Lesson Plans; Role Playing; Second Language Instruction; Self Evaluation (Individuals); Skill Development; Tape Recordings; *Vocational English (Second Language)
IDENTIFIERS- Authentic Materials; *Workplace Literacy

This vocational English-as-a-Second-Language program stresses interactive language use in the context of communicating with customers. Intended for intermediate-level adult learners, the manual will assist students in developing the communication and interaction skills they need for a variety of public contact positions, including retail sales clerk, hotel desk clerk, or receptionist, fast food counterperson, field service repair person, and so on. Designed to help students develop functional and problem-solving strategies, this program features practical job-related communication skills; listening and speaking skills through authentic taped employee/customer interactions; job-related reading, writing, and calculating activities; role-play activities to provide practice and build self-confidence; and student self-evaluation and progress reports and field observation activities. Sections include: an introduction to basic service encounters; understanding what the customer wants; responding to simple requests for information, dealing with mistakes, dealing with complaints, dealing with special requests, and moving up the career ladder. Many illustrations and fill-in-the-blank, discussion, vocabulary, and other exercises are included in the manual. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 388 120 FL 801 086

Bossort, Patty
Literacy and New Technologies. An Event Hosted by the Ministry of Skills, Training and Labour (Richmond, British Columbia, Canada, June 1-2, 1995).
PUB DATE- Jun 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Technology; English (Second Language); Foreign Countries; *Literacy Education; Professional Development; Second Language Instruction; Teaching Methods
IDENTIFIERS- *British Columbia

Thirty literacy practitioners participated in a free-ranging discussion of the potential and the issues arising from the rapid introduction of new technologies to literacy education (adult basic education and English language training). After an introduction, the report includes the presentations of various participants, including Peter Goulding, Coordinator of CoSy/AlphaCom Ontario; Jim Bizzocchi, chair of the standing committee on educational technology; Patti Barnes, librarian at Northwest Community College; and Raymonde Jabaji, an instructional assistant at Vancouver Community College. The next section discusses issues and topics of interest identified by participants. These include philosophy, building community, instructional applications, and professional development. The third section focuses on the important next steps to take, and the final section is an epilogue by Audrey Thomas. Appended

ED 388 140 HE 028 682

Mason, Selena; Harvey, Lee
Funding Higher Education: Student Perspectives.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Educational Attitudes; *Educational Finance; *Educational Policy; *Financial Needs; Foreign Countries; Government Role; Higher Education; Models; Program Descriptions; State Universities; *Student Attitudes; *Student Financial Aid; Student Surveys
IDENTIFIERS- University of Central England

This report documents the results of a survey of 1,139 students at the University of Central England (UCE) in Birmingham in regard to their financial circumstances and their views on the funding of higher education. The report also examines the advantages and disadvantages of six specific higher education funding proposals put forth in recent years. The survey found that the majority of students received some form of maintenance grant, that more students received financial support from their parents than took out student loans, and that less than five percent of students had received money from either the UCE hardship fund or the access fund. The report recommends that higher education should remain free at the point of entry, that funding should facilitate life-long learning, that higher education administration should be made more efficient and accountable, that distance learners and part-time students should have the same rights as full-time students, and that students should contribute toward the cost of their education as part of a retrospective, income-dependent contribution scheme. Three appendixes provide a copy of the survey form, information on the student sample, and a description of the Australian model of higher education funding. (MDM)

ED 388 141 HE 028 683

Sandler, Bernice Resnick, Ed.
About Women on Campus, 1995.
SPONS. AGENCY- Marriott Corp., Bethesda, MD. Education Services Div.
PUB DATE- 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Campuses; College Administration; College Students; Court Litigation; Equal Opportunities (Jobs); *Females; *Higher Education; Legal Problems; Sex Discrimination; Sex Fairness; Sexual Abuse; Sexual Harassment; Women Administrators; Women Faculty; Womens Athletics; *Womens Education; Work Environment
IDENTIFIERS- Academic Community; Supreme Court

These four newsletter issues focus on topics of interest to female students, faculty, and administrators in higher education. Each issue contains many brief reports on events, news, litigation, legislation, resources, and campus programs on sexual harassment, sexual assault, working in academe and elsewhere, women overseas, women's studies, and women in athletics. A regular column on the activities of the American Council on Education's Office of Women in Higher Education is included. Employment openings are also advertised. The winter

Records (Forms); *School Policy; *Sexual Harassment

This booklet on sexual harassment on college campuses covers sexual harassment law, harassment prevention, protection from liability, and handling allegations. Chapter 1, "What Is Sexual Harassment?" defines the term and gives an overview of sexual harassment law. Chapter 2, "How Does Sexual Harassment Law Apply in Actual Situations?" illustrates these legal concepts including faculty-student issues and student-student issues with numerous examples. Subsequently, chapter 3, "What Is the Liability of the Administrator and Institution?" discusses the consequences if sexual harassment does occur and the costs involved in litigation; and chapter 4, "Practices To Implement Sexual Harassment," provides suggestions for what administrators must know to investigate sexual harassment claims and specific actions to take when allegations of sexual harassment occur. A final section outlines important elements of a sexual harassment policy. Appendixes contain samples of the forms and documents needed to create and maintain effective sexual harassment policies and procedures with a sample sexual harassment policy, a sexual harassment incident form, advice regarding sexual harassment, a sexual harassment survey, and list of additional resources. (Contains 17 references.) (JB)

ED 388 160 HE 028 703

Norian, Nicole A.; Michaud, Paul J.
A Continuous Quality Improvement Approach to Discipline.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; Discipline; *Discipline Policy; Employer Employee Relationship; Higher Education; Organizational Communication; Personnel Policy; School Policy; *Total Quality Management
IDENTIFIERS- *Continuous Quality Improvement

This monograph offers information on basic procedures concerning disciplinary action in a continuous quality improvement setting at an institution of higher education. In particular it describes progressive discipline, the application of positive discipline in a series of steps that gradually increase in severity as an employee progresses through the steps. It describes why the disciplinary process is an important supervisory responsibility. It examines how various factors relate to effective handling of disciplinary matters. It advocates good communication to reduce or prevent further problems. It also provides basic guidelines to follow when conducting a disciplinary discussion and when documenting disciplinary action as it is taken. Section 1 is a glossary of terms. Section 2 discusses the nature of discipline. Section 3 describes policies and procedures related to discipline. Section 4 discusses supervisory responsibilities prior to taking disciplinary action. Section 5 reviews considerations prior to taking disciplinary action. Section 6 covers the progressive disciplinary process. Section 7 discusses taking disciplinary action. Extensive appendixes contain examples of warnings, letters, policies, and checklists. (JB)

ED 388 161 HE 028 704

(1) the overall level of schools' satisfaction with the Program was very high with 90 percent reporting satisfaction; (2) improvements are needed in the Direct Loan software (EDExpress) and in training, but schools were very satisfied with the Department of Education's responsiveness and support in implementing the Direct Loan Program; (3) overall satisfaction did not seem to be influenced as much by perceived change in workload or resources as it was by perceptions of effective outcomes of the program; (4) institutions very satisfied with the program tended to be dissatisfied with the Federal Family Education Loan Program; (5) improved service to borrowers was the most frequently mentioned factor affecting the decision to participate in the program; (6) Direct Loan implementation required a small to moderate level of effort; and (7) the reported level of effort was inversely related to the reported level of effort required for Federal Family Education Loan Program administration. A copy of the survey and volume II containing technical appendixes are included. (Author/JB)

ED 388 179 HE 028 722

Joint Statement: Quality Assessment and Quality Audit.
PUB DATE- Jun 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accountability; Agency Cooperation; *Audits (Verification); *Educational Assessment; Educational Quality; Evaluation Methods; Foreign Countries; Government School Relationship; *Higher Education; Legal Responsibility; Quality Control; Responsibility; Standards
IDENTIFIERS- *Scotland

This document sets out the respective responsibilities of the Scottish Higher Education Funding Council (SHEFC) and the Higher Education Quality Council (HEQC) as they currently stand in the field of higher education quality assurance. The SHEFC and the HEQC are both agencies that fulfill legislatively mandated quality assessment and control functions. Quality audits are external evaluations that guarantee that institutions have suitable quality control mechanisms in place. Quality assessment is external review of and judgments about the quality of teaching and learning in institutions. A section on quality audits establishes that these are the responsibility of HEQC for all of the United Kingdom. This section outlines how the audits are conducted and who auditors are. Following this section on quality assessment states that the SHEFC conducts these within a framework that encompasses the diversity of institutions and students found in Scottish institutions of higher education. This section describes assessment objectives, varieties of assessors, and the assessment procedures. Further sections describe cooperation mechanisms and areas of cooperation including documentation, reports, guidance notes, visit scheduling, training, and evaluation for both councils. (JB)

ED 388 180 HE 028 723

Lim, Gill-Chin, Ed.; And Others
Strategy for a Global University: Model International Department Experiment.
PUB DATE- 95
NOTE- 192p.; Forewords by Richard W. Riley, Peter McPherson, and

G. Baum). In addition, syntheses of discussion group reports on teaching, research, practice, and integration are offered. Also presented are the specific reports of the 10 conference discussion groups (two on teaching, two on research, five on practice, and one on integration), as well as specific recommendations for the improvement of postdoctoral education and lifelong learning in the six areas listed above. Eight appendixes provide information on conference steering committee members, conference participants, conference format, pre-conference reports, an institutional survey, previous conference resolutions, a report on continuing education, and an annotated bibliography. (Contains 125 references.) (MDM)

ED 388 199 HE 028 743

Franklin, Kathy Kramer; Shemwell, Donald W.
Disconfirmation Theory: An Approach to Student Satisfaction Assessment in Higher Education.
PUB DATE- 13 Nov 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association Conference (Biloxi, MS, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Educational Quality; Evaluation Methods; Evaluation Research; *Expectation; Higher Education; *Institutional Evaluation; *Participant Satisfaction; Student Attitudes; *Universities
IDENTIFIERS- *Disconfirmation Theory

This study investigated student satisfaction at a comprehensive regional university using a questionnaire grounded in the disconfirmation theory of customer satisfaction. A total of 165 students enrolled in business courses were surveyed at the beginning of the semester regarding their expectations of the university, with 104 students completing follow-up questionnaires at the end of the semester on their actual experiences. Included in the follow-up questionnaire was the traditional satisfaction/dissatisfaction question (a Likert-type scale ranging from "strongly dissatisfied" to "strongly satisfied." Applying the disconfirmation process to the follow-up questionnaire indicated that 93.1 percent of the students surveyed were dissatisfied with their educational experience, while on the traditional question of satisfaction, 89.3 percent of the same students indicated that they were satisfied with their experience. These results clearly indicate a disparity between the disconfirmation approach to satisfaction assessment and the traditional method. Results also suggest that students' educational experience does not live up to their expectations of what an excellent university should offer. Two appendixes provide copies of the questionnaires. (Contains 21 references.) (MDM)

ED 388 200 HE 028 744

Franklin, Kathy Kramer; Knight, W. Hal
Using Focus Groups To Explore Student Opinion.
PUB DATE- 13 Nov 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association Conference (Biloxi, MS, November 1995).
LANGUAGE- English

proceedings from a parallel computation workshop, and discusses the roles of editors, authors, and publishers in multimedia publishing. Case 2, authoring multimedia courseware, explores creating multimedia modules for teaching parallel computing to novices. Case 3, kiosks, involves the development of interactive multimedia brochures about computer science courses offered at Dartmouth. Common difficulties across the three domains are: lack of standardized cross-platform tools; lack of sophisticated text manipulation capabilities in most multimedia software systems; lack of standard evaluation criteria for learning effectiveness; and funding constraints impacting development process and success. Lessons learned include: avoid problems by having a better idea of what the end product should look like and what form the sources should take; understand limitations on time and programmer resources; and keep tight control on the project and meet with the project team regularly. (MAS)

ED 388 218 IR 017 367

Maurer, H.
Lecturing in the Future: Bringing It All Together.
PUB DATE- 94
NOTE- 2p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Distance Education; Foreign Countries; Futures (of Society); Hypermedia; *Lecture Method; *Multimedia Instruction

For over three decades, innumerable attempts have been made to support training, teaching, and lecturing processes using computers. Results have been less than expected, and the advent of sophisticated computer based multimedia systems alone does not change this situation dramatically. However, networked variants and new ways of looking at multimedia communication are starting to provide new scenarios. It is shown how hypermedia systems can be used as a basic platform for effective multimedia delivery of lectures if backed up by a library of reference materials. A lecture based on material drawn from a fileserver, modified in real-time, and multi-cast to student workstations provides a satisfying teaching environment, and solves problems of courseware authoring, student-teacher and student-student interaction, and the use of computer-assisted instruction material and high-quality distance education. It is contended that such systems can be built with moderate effort today. The issues involved and progress in implementation were discussed in a related presentation. (MAS)

ED 388 219 IR 017 368

McCalla, Gordon I.
Artificial Intelligence and Educational Technology: A Natural Synergy. Extended Abstract.
PUB DATE- 94
NOTE- 4p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.

learning stressing the importance of: context; coordination of action within a contextual framework; the active nature of learning; the role of the tutor; and the role of other learners as a resource. The focus of LND is on the importance of communication in context. It provides the parameters for design "with the user." (Contains 10 references.) (MAS)

ED 388 236 IR 017 385

Dobson, M. W.
Towards an Analysis of Visual Media in Learning: A Study in Improving Syllogistic Reasoning.
PUB DATE- 94
NOTE- 8p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; Foreign Countries; Knowledge Representation; *Thinking Skills; *Visual Aids; Visual Learning
IDENTIFIERS- Euler Circles; *Graphic Representation; Representational Modeling; *Syllogistic Reasoning; Tarskis World; Venn Diagrams

People find difficulty in performing syllogistic reasoning. This paper outlines some reasons for poor syllogistic reasoning. Representational systems (RS) used in presenting and evaluating syllogisms can be distinguished in terms of attributes such as specificity, expressiveness, and abstraction. Graphical RSs have pedagogical potential because of their expressivity and specificity attributes. The paper looks at four different graphical RSs for supporting syllogistic reasoning: Venn diagrams, Euler circles, Stennings Euler circles, and Tarski's World (TW). Each is described in terms of those distinguishing attributes. Claims are made about which should generate better learning outcomes as a result of different degrees of these attributes. Empirical work is underway which involves the construction of tasks which help learners to see the relationship between a diagram and the syllogism. The study will involve the pre- and post-testing of 18-year old school pupils on premises and conclusions from 10 selected prototypical syllogisms with non-linguistically biased predicates. Four figures illustrate the representational systems. (Contains 16 references.) (Author/MAS)

ED 388 237 IR 017 386

Dori, Yehudit J.; And Others
Multimedia-Supported Intelligent Computer Assisted Instruction: A Spatial Journey into the Brain.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; Courseware; Foreign Countries; Hypermedia;

June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Concept Formation; Cultural Context; Foreign Countries; *Indigenous Populations; *Multicultural Education; *Multimedia Instruction; Online Systems; Rural Population; Teacher Education
IDENTIFIERS- Australia; *Concept Mapping

Concept maps drawn by Aboriginal and Torres Strait Islander tertiary off-campus students were examined to determine the effectiveness of interactive multimedia as an instructional medium for teaching and learning in a multiple cultural context that integrates the requirements of academic culture and aspects of the students' cultures. Interactive multimedia in the Remote Area Teacher Education Program (RATEP), "Australian Minorities Today in World Perspective," includes both lecturer and student constructed concept maps. Concept maps are used as an advance organizer, as question-answer-feedback interactions that interrogate how well the students understand presented concepts, and as summaries representing a selective synopsis. Twenty-one RATEP students were asked to construct on paper their own map on the concept of "culture." The quality of the student-generated concept maps was evaluated in terms of hierarchical architecture, progressive differentiation, and integrative reconciliation via labeling and directionality of the inter- and intra-level linkages of the relational arcs. Results indicate that concept mapping through interactive multimedia proved an effective meta-learning strategy. Students produced maps at a level of specificity greater than some of those experienced in the actual interactive multimedia courseware. Concept mapping through interactive multimedia is seen as a tool of empowerment in cross-cultural learning. (Contains 21 references.) (Author/MAS)

ED 388 256 IR 017 405

Hess, George J., Jr.
Strategies for Integrating Computer-Based Training in College Music Theory Courses.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Higher Education; *Music Education; *Music Theory; *Student Attitudes; Teaching Methods
IDENTIFIERS- University of Northern Colorado

During the fall semester of 1993, a curriculum-based computer-based training (CBT) program was used to replace all in-class drills in intervals and chord identification for one section of freshman music theory at the University of Northern Colorado. This study was conducted to determine whether aural skills can be taught as effectively through the exclusive use of a curriculum-oriented, computer-based tutorial and drill program, as when taught by traditional in-class diction drills coupled with the optional use of commercial software, and to determine the effects of such a method upon the attitudes of music

Matthews, James W.; And Others
VideoScheme: A Research, Authoring, and Teaching Tool for Multimedia.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Software Development; Educational Technology; *Interactive Video; Multimedia Materials; Programming Languages; *Research Tools
IDENTIFIERS- Digital Data; *Multimedia Technology; Prototypes

The availability of digital multimedia technology poses new challenges to researchers, authors, and educators, even as it creates new opportunities for communication. VideoScheme, a prototype video programming environment is described, along with its applications in research, authoring and education. In terms of research, VideoScheme can help eliminate information redundancy by detecting "cuts" between segments; in addition, VideoScheme's monitor object enables automatic video analysis to be applied to interactive multimedia. As an authoring tool, VideoScheme makes it possible to write applications in minutes or hours because of its rapid-turnaround interpreted language. In terms of education, the programmable multimedia environment of VideoScheme makes it a useful tool for exposing computer science students to digital media in a way that is concrete but one that does not restrict experimentation. (Contains 12 references.) (AEF)

ED 388 275 IR 017 424

Messing, J.; McLachlan, R.
History, Hypermedia and the Birth of a Nation.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Graphics; Electronic Text; Elementary Secondary Education; Foreign Countries; *History Instruction; *Hypermedia; *Instructional Materials; Interactive Video; *Learner Controlled Instruction; Multimedia Materials
IDENTIFIERS- *Australia; HyperCard; Turkey (Gallipoli)

The use of computer technology in history instruction permits students to explore the data, and formulate and test their own hypotheses within the confines of the data, rather than being passive receptors of someone else's interpretations. The Gallipoli project brought together materials from a national war archive to develop a multimedia teaching resource for Australian culture and history. The Gallipoli stacks are a set of linked hypermedia documents written with HyperCard that incorporate text, graphics, sound and video and include the

As an instructional technology, cognitive apprenticeship has become increasingly important. Cognitive apprenticeship embeds the acquisition of knowledge and skills in their social and functional context and consists of six teaching methods: modelling, coaching, scaffolding, articulation, reflection, and exploration. SMALLTALKER is a Macintosh-based multimedia learning environment for Smalltalk programming that supports both concept learning and skill acquisition. The system fulfills the roles of instruction presenter and coach. In its capacity as instruction presenter, SMALLTALKER makes extensive use of modelling; animations are used to present instruction on concepts and skills necessary for Smalltalk programming. The most pervasive method of coaching takes the form of feedback to student actions and errors while they are engaged in solving programming problems. Scaffolding and fading are difficult teaching methods to implement because they require a teacher to be sensitive to the needs and difficulties of students engaged in task performance; the SMALLTALKER approach to this difficulty is to place the burden of responsibility on the student and an open-ended help system is provided. SMALLTALKER poses conceptual questions to provoke both articulation and reflection. Exploration is an activity that system designers cannot prevent students from engaging in, as long as the system succeeds in gripping their interest and arousing their motivation to learn. (Contains 15 references.) (AEF)

ED 388 292 IR 017 441

Schloss, Gerhard A.; Wynblatt, Michael J.
Using a Layered Multimedia Model To Build Educational Applications.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; *Computer Software Development; Databases; Design Requirements; Intelligent Tutoring Systems; Interaction; Models; *Multimedia Materials; Programming; Teaching Styles; User Needs (Information)

As new users from the non-technical community are attracted to multimedia (MM) computing, it becomes necessary to design a convenient and easy-to-understand logical structure that facilitates data transfer from the MM data repository to MM applications. A recently introduced layered formalism, which describes MM applications in terms of the data that they employ, provides a structure that interfaces MM data with MM authoring. Such a formalism together with a database of MM data objects is a convenient development environment for the creation of a variety of reusable and portable educational multimedia. The Layered Multimedia Data Model (LMDM) consists of four layers: the data definition layer, the data manipulation layer, the data presentation layer, and the control layer. As many MM compositions have interactive components, the LMDM supports the capability to express the effects of user-interaction. The layered structure of the LMDM allows the developer to pick and choose, by tailoring his or her own development system through personalized selection of

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- *Computer Assisted Instruction; Computer Games; *Computer Software Development; *Computer Uses in Education; Cooperative Learning; Cost Effectiveness; Electronic Publishing; Guidelines; *Hypermedia; Information Retrieval; Intelligent Tutoring Systems; Knowledge Representation; *Multimedia Materials
IDENTIFIERS- *Multimedia Technology

The 49 short (one- or two-page) conference papers presented here document concern for the use of hypermedia and multimedia technology in education. Discussion includes the use of multimedia technology in various subject areas, programming languages, electronic books, intelligent tutoring systems, distance education, knowledge representation, instructional strategies and learner modelling, cooperative learning environments, software development, information retrieval styles, computer games, professional development, computer simulations, technology uses for the disabled, advantages and disadvantages of hypertext, online dictionaries, guidelines for multimedia design, cost effectiveness, and virtual environments. (AEF)

ED 388 310 IR 017 459

Andrews, K.; And Others
ED-Media 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994). Demonstrations/Posters.
PUB DATE- 94
NOTE- 78p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Computer Simulation; *Computer Uses in Education; Cooperative Learning; Distance Education; Faculty Development; Higher Education; *Hypermedia; Information Retrieval; Intelligent Tutoring Systems; Interactive Video; Learning Strategies; Library Instruction; Microcomputers; *Multimedia Materials; Problem Solving; *Research and Development; Teleconferencing
IDENTIFIERS- Multimedia Technology; Object Oriented Programming

This document contains 102 one-page conference demonstrations/posters of individual research in the use of multimedia and hypermedia in education. Teaching and learning strategies and styles are addressed; multimedia applications for cooperative learning, problem solving and decision making are related. The uses of object-oriented modelling, authoring systems, intelligent tutoring systems, computerized testing, computer simulations, image processing and video conferencing for educational purposes are described. Discussion in the posters also includes the use of interactive systems for faculty development and for distance education. Other topics include microcomputers as alternative communication aids, information retrieval, library instruction, programming languages and computer system design. (AEF)

ED 388 311 IR 017 461

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Mail Surveys; Multicampus Colleges; Outcomes of Education; *Participant Satisfaction; *Student Attitudes; Student Costs; Student Motivation; Telephone Surveys; *Transfer Students; Two Year Colleges; Two Year College Students
IDENTIFIERS- Kent State University OH Trumbull Campus

A study was conducted at the Trumbull Campus of Ohio's Kent State University (KSU) to gather data on the motivations and characteristics of students who transferred from the campus. A sample was developed from the 423 students who requested transcript forms in 1992 and 1993, as well as 50 students identified as having transferred to KSU's Kent Campus. Telephone interviews were conducted with 61 of the students who requested transcripts, while written surveys were received from another 23. In addition, surveys were obtained from 13 of the Kent transfers, resulting in a total sample population of 97 students. Study results included the following: (1) the institution receiving the highest number of transfers was Youngstown State University, receiving 28 students; (2) with respect to their experience at the Trumbull Campus, the majority of respondents indicated satisfaction with programs and services, indicating that students primarily transferred to access upper division courses and bachelor degree programs; (3) of the students who transferred to KSU's Kent Campus, almost half indicated that they had not originally intended to transfer there; and (4) 33% of these students had received an associate degree before transfer. Recommendations formed based on results included expanding upper division course offerings to delay student transfer from the college; exploring ways to expand child care and placement services; clarifying the regional campuses' role within KSU, focusing on improving acceptance of Kent Trumbull coursework at the main campus and providing easily accessible advising; and increasing electronic linkage between campuses. Data tables and student comments are included. (KP)

ED 388 330 JC 950 513

Groves, Cecil L.; And Others
A Comparative Analysis of Postsecondary Technical Education in Texas. An Executive Summary.
PUB DATE- Jun 92
NOTE- 24p.; For complete set of project reports, see JC 950 513-516.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; College Curriculum; *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Curriculum Evaluation; Educational Finance; Enrollment; Minority Groups; Program Effectiveness; *School Effectiveness; *Technical Education; *Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Texas State Technical College

In response to concerns of unnecessary duplication in programs offered by Texas community/junior colleges and the four campuses and five centers of Texas State Technical College (TSTC), TSTC undertook a study to examine curricula, enrollments, and outcomes for both systems. A literature review was conducted to determine potential differences between community/junior college and technical college education and data were obtained from published reports and official documents of the Texas Higher Education Coordinating Board for the 1990-91 school year and for the 1990 federal fiscal year.

sections review internal and external reasons for making changes to the teaching and learning paradigm, such as new demands for training and reduced funding. Part I then reviews the values related to learning, learners, and the role of the educational institution stemming from traditional and OBL approaches, indicating that the traditional educational values view human beings from a rational/behavioral paradigm, while OBL views them from a phenomenological/development point of view. Part II provides reasons for shifting to an OBL approach related to accountability, effectiveness, efficiency, flexibility, equity, access, and quality and describes differences between traditional education and OBL in terms of program design, teaching roles, and program organization. This section also defines learning outcomes as the significant, essential, transferable, and verifiable learning that must be demonstrated to receive credit for a course or unit; describes differences between learning outcomes and behavioral competencies; and provides a learning outcomes checklist. Part II also details how to write learning outcomes for college programs, highlighting common pitfalls. Finally, part III provides a guide to planning for learning in courses, including planning learning activities, creating a practice and assessment plan, and key differences in assessment and evaluation practices between traditional and OBL approaches. (KP)

ED 388 347 JC 950 531

Agenda for Change: The Restructuring Addendum to the Strategic Plan.
PUB DATE- Aug 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Career Planning; *College Planning; Community Colleges; Community Services; Developmental Programs; Educational Change; Information Technology; Institutional Administration; *Institutional Mission; Labor Force Development; Mission Statements; Partnerships in Education; *Retrenchment; *School Restructuring; *Strategic Planning; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

In response to unprecedented reductions in budget and personnel and changes in technology, Piedmont Virginia Community College (PVCC) developed this agenda for change to update its strategic plan to position the college for the 21st century. First, an overview is provided of PVCC's restructuring effort, highlighting causes and four planning assumptions. Next, activities taken from 1989-94 to restructure the college are summarized, including 6 actions taken in 1991-92. that saved the college $439,162. Next, assumptions and defining principles of PVCC's core mission are identified, indicating that it consists of two areas, preparation for college transfer and workforce development. This section also indicates that preparation for college transfer focuses on bachelor degree bound students and is tailored to the primary four-year institutions to which they transfer, while workforce development focuses upon the needs of individual workers and area employers. The next section addresses general areas of concern not specified in the mission core, including the mission statement, development education, student advising, information technology, community service, personal growth, Colleges," by Robert B. Barr; (4) "Defining the Productivity of Community College Administrators," by Phillip N. Venditti; (5) "Will Educational Opportunity Survive?" by Patrick Callan; (6) "Mission Possible: Teaching the Disenfranchised," by J. William Wenrich; (7) "Don't Miss the Joy!" by Dale Parnell, reviewing positive aspects of leading a community college; (8) "Can Community Colleges Do the Job?" by Robert A. (Squee) Gordon; (9) "The Evolution of Community College Workforce Development Programs," by James Jacobs; (10) "Who Are Community Colleges' Distance Learners?" by Carol Cross; (11) "Regarding Technology," by Larry Johnson, reviewing the growing use of technology in community colleges to prepare students for the modern workplace; and (12) "Endowed Chairs for Instructional Leadership," by Paul C. Gianini, Jr. (TGI)

ED 388 364   JC 950 551

Freemyer, Jan; And Others
Collaborative Learning at Glendale Community College.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Cooperative Learning; Educational Innovation; *Learning Strategies; *Outcomes of Education; *Program Effectiveness; *Program Implementation; Student Participation; Two Year Colleges; Workshops
IDENTIFIERS- *Glendale Community College CA

Describing outcomes for the collaborative learning (CL) program at California's Glendale Community College (GCC), this report describes the CL program, student results by program, and issues related to implementation. Part I describes the establishment of CL at the college and indicates that it provides students enrolled in traditionally difficult courses with the opportunity to work together on problem-solving and concept mastery during small workshops outside of class hours. Part II discusses longitudinal outcomes of CL in Allied Health, Biology, Business, English, English as a Second Language (ESL), Mathematics, Physical Sciences, Social Sciences, Technical Education, and Visual and Performing Arts, comparing success rates of sections offering CL to those not offering it. The final section describes issues related to implementing CL at the college, including: (1) program costs, indicating that in 1992-93 it cost GCC $15 per student served; (2) the current status of the program, indicating that in fall 1994 over 56 workshops per week in 24 courses were offered; (3) the overall effect of CL, highlighting a definite pattern of improved outcomes for sections offering CL; (4) the limits of CL, emphasizing the challenge of serving students with basic skills deficiencies; (5) techniques for increasing student participation, such as making attendance mandatory, ensuring convenient scheduling, obtaining faculty involvement, and ensuring a clear connection between the workshop and course; and (6) program evaluation, stressing the importance of continuous feedback and evaluation for program improvement. (TGI)

ED 388 365   JC 950 552

Wheelan, Belle; And Others
Central Virginia Community College and Virginia's Region 2000: A

The chapters in the report are as follows: (1) "Who Are Poor Children and How Poor Are They?"; (2) "What Money Buys for Children and Families," documenting harmful effects of poverty on children and listing what can be provided for children with sufficient funds, including good food, safe shelter, learning opportunities, decent neighborhoods, health care, healthy recreation, transportation, and communication; (3) "Human Costs Linked to Child Poverty," discussing health, education, and problems linked to child poverty, along with evidence from experiments; and (4) "The Economic Costs of Child Poverty," evaluating the costs and benefits of attempting to end child poverty. Includes references in the form of endnotes. (BGC)

ED 388 382 PS 023 581

Men and Families = Hombres y Familias, 1995.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 95
NOTE- 35p.; The first two issues of a new bilingual newsletter, funded by a grant from the Ford Foundation.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; *Family Life; Family Programs; *Fathers; Parent Education; Parent Participation; Parent Responsibility; Parent Role; Research; Research Needs
IDENTIFIERS- Family Research; *National Autonomous University of Mexico

This newsletter, published in both English and Spanish versions, focuses on men and their roles in families. It stems from a 3-day workshop held at the National Autonomous University of Mexico (UNAM) in Mexico City. The 24 participating researchers and practitioners discussed ways to support men in fathering roles in order to enhance the well-being of fathers and their families. Features of issue number one include: (1) "News from Network Participants," providing news from Nicaragua, Jamaica, Mexico, and the United States; (2) "Spotlight on Research," on the effectiveness of father education programs; (3) "Program Interventions," noting that programs directed toward women have begun to incorporate men; (4) "UNICEF Conference," discussing the need for UNICEF to include the role of fathers in programming; (5) "Bibliographic Resources," reviewing a new book on including fathers in early childhood programs; (6) "Research Funding," about possible sources of funding for research on the roles of men in families; and (7) "Question Box," requesting questions and potential research areas. (BGC)

ED 388 383 PS 023 608

Nagle, Ami
Dollars and Sense: A Guide to Spending on Children and Families in Illinois with Appendix.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 256p.; Also supported by the Woods Fund of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Block Grants; Child Health; Children; Child Welfare; Community Services; Day Care; Disabilities; Early Childhood Education; Educational Finance; *Family Programs; Federal Programs; Financial Support; *Full

Galinsky, Ellen; And Others
The Study of Children in Family Child Care and Relative Care. Highlights of Findings.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Caregiver Child Relationship; Caregiver Role; Child Caregivers; Child Development; *Child Rearing; Definitions; Early Childhood Education; Educational Quality; *Family Day Care; Family Environment; Preschool Children; Professional Development; *Young Children
IDENTIFIERS- Caregiver Attitudes; Caregiver Evaluation; Caregiver Qualifications; Child Safety; Parent Caregiver Relationship

Child care in a provider's home is the most prevalent form of child care for young children with employed mothers in the United States today. The quality of family care and relative care is of concern partly because of growing public recognition that child care experiences are children's education before school. As the first in-depth, observational study of family child care and relative care in more than a decade, this study focuses on 820 mothers and 225 of their children in the homes of 226 providers in the communities of San Fernando/Los Angeles, California; Dallas/Fort Worth, Texas; and Charlotte, North Carolina. Key findings from the study are in the following areas: (1) definitions of quality; (2) effect of quality of child development; (3) predictors of quality, including job commitment, professional development, planning, regulation, and conformance; and (4) causes for concern. The study found that care in the home of a provider is offered by three distinct groups: (1) regulated family child care providers; (2) nonregulated family child care providers; and (3) nonregulated relatives who provide care. Parents and providers agree about what is most essential: the child's safety, the provider's and parents' communication about the child, and a warm, attentive relationship between the provider and child. Family child care providers who intentionally seek out opportunities to learn more about child care and education are also those people who create the most nurturing and educational environments. These are intentional providers who offer warmer and higher-quality child care. (Contains 62 references.) (BGC)

ED 388 403 PS 023 677

Jolley, Jimi
Developmentally Appropriate Outdoor Play Environments for Infants and Toddlers. Working Papers in Early Childhood Development, Number 15.
PUB DATE- Aug 95
NOTE- 15p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; *Educational Facilities; *Educational Facilities Planning; Foreign Countries; Infant Care; Infants; *Outdoor Education; *Play; Playgrounds; Preschool Children; Preschool Education; School Space; Toddlers; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Playground Design

focused, comprehensive, and integrated; (2) families need to be involved in their children's early education; (3) early childhood programs and services need to be of high quality; (4) programs and services for young children and families need to reach more people; and (5) special attention needs to be paid to the transition periods in a young child's life. The program leader's checklist in each chapter suggests areas where local program leaders can take action. A list of 19 suggested resources is included. (AP)

ED 388 423   PS 023 712

Botha, Martin; And Others
Preference for Television Violence and Aggression among Children from Various South African Townships: A Follow-Up Study over Two Years.
PUB DATE- Jul 95
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; *Children; *Community Problems; *Context Effect; Family Violence; Foreign Countries; Longitudinal Studies; *Mass Media Effects; Parent Child Relationship; *Violence
IDENTIFIERS- *South Africa

This report presents a contextualization of violence in the lives of South African black children, as well as the theoretical foundations, methodology and preliminary results of the first and second part of a longitudinal study to investigate the influence of violent television images on the behavior of these children. This influence is analyzed in the context of various other factors that can contribute to the development of an aggressive lifestyle among young black children. These factors include: inadquate education; poverty; political system; the replacement of the extended family in mass urban black communities; poor housing; and a lack of essential facilities. Subjects were 348 children in grades 2 and 3. Data were collected from four sources--the child, the child's peers, the child's parents, and school personnel--by means of individual, face-to-face interviews in which questionnaires and structured interview schedules were used. It was found that exposure to television violence was low and played an insignificant part in the lives of these children and their parents, while exposure to community violence seems to have played a significant part in the lives of both children and parents. Parents' level of aggression and child-rearing practices showed significant correspondence with a high exposure to violence in real life. There was also a relationship between the number of violent incidents that the child had observed in the community and parental victimization during both years of the study. (A 184-item bibliography is included, and an appendix contains the study questionnaires.) (HTH)

ED 388 424   PS 023 719

Decker, Larry E.; And Others
Parent and Community Involvement. Field Review Edition. Teacher's Manual.
SPONS. AGENCY- Florida Atlantic Univ. Foundation, Boca Raton.
PUB DATE- Aug 95
NOTE- 94p.; Foreword by P. Michael Timpane.
LANGUAGE- English

Characteristics; Family Relationship; Foreign Countries; *Government Role; *Mothers; *Parent Attitudes; Preschool Education
IDENTIFIERS- *Brazil (Sao Paulo)

A study surveyed 100 married mothers in Sao Paulo, Brazil, who live in their own house with an average of three rooms, work 40 hours a week, and who have 3- or 4-year-old children in public day care centers or preschools. The survey focused on family characteristics, child rearing practices, responsibility for child care and household, and day care availability. The study found that in regard to child rearing practices, the mothers valued routine, honesty, organization, and freedom of speech (despite ambiguity expressed by mothers about their children's autonomy) most highly. The survey also found that 45 percent of the mothers reported performing the household and child-rearing chores on their own, while 35 percent reported sharing these responsibilities with their husband; by contrast, fathers participated more in cultural, social, and educational tasks than mothers. Although the mothers were generally pleased with the public day care and preschool their children participated in, they felt that the government could do more in providing economic support to families with young children and improving living conditions. (MDM)

ED 388 443   PS 023 770

Apanomeritaki, Olga
An Action Research in Young Children (3-5) with Activities on Solid Waste Management in Greece: An Attempt for Assessment.
PUB DATE- Sep 95
NOTE- 15p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Conservation (Environment); *Environmental Education; Foreign Countries; *Preschool Children; Preschool Education; *Recycling; Student Attitudes; *Waste Disposal
IDENTIFIERS- Greece (Thessaloniki)

This action research project sought to increase the waste management and recycling knowledge among 20 children age 4 and 5 years enrolled in a preschool program in Thessaloniki, Greece. A structured interview was developed to assess the children's pre-intervention knowledge of waste management and recycling. It indicated that most children knew little about waste and recycling. Over the course of a 7-month period the children were then exposed to an educational program that used in-class recycling bins, visits to parks and neighborhoods to observe litter, in-class discussions on litter and recycling, role-playing, and a visit to a recycling plant. Results of post-intervention interviews indicated that nearly all of the children understood basic concepts of waste management and recycling, and profited from the program. (Contains 11 references.) (MDM)

ED 388 444   PS 023 772

Clayton, Pat
The Influence of Community Work on Student Teachers' Role Concept.
PUB DATE- Sep 95
NOTE- 15p.; Paper presented at the European Conference on the

rationality." Additionally, there exists an unequal relationship that continually places Aboriginal and Torres Strait Islander people in the position of having to compromise their prior rights and aspirations in order to take part in the process of negotiation with the Australian nation-state. An example was the development of the Aboriginal and Torres Strait Islander Commission (ATSIC) and the Aboriginal and Torres Strait Islander Education Policy (AEP), both created to give Aborigines decision-making power in the formulation of policies and programs affecting them. However, ATSIC and AEP have consistently failed to give Aborigines local control over critical issues. Another government policy that has had a devastating effect on indigenous people was the establishment of government-managed reserves or mission stations and the relocation of a number of distinct language groups from different parts of the country to be concentrated together on the same settlement. This paper concludes by offering strategies that would lessen differences between government policy and efforts of Aboriginal and Torres Strait Islander people to achieve empowerment and self-determination. (LP)

ED 388 461   RC 020 100

Williams, Shayne; Stewart, Ian
Community Control and Self-Determination in Aboriginal Education Research: The Changed Roles, Relationships and Responsibilities of Aboriginal and Non-Aboriginal Researchers and Aboriginal Communities.
PUB DATE- Dec 92
NOTE- 12p.; Paper presented at the National Aboriginal and Torres Strait Islander Higher Education Conference (Hervey Bay, Australia, December 6-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Community Control; *Educational Research; Educational Researchers; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; Intellectual Property; Participative Decision Making; *Participatory Research; Research Problems; Research Utilization; *Self Determination
IDENTIFIERS- *Australia

This paper examines ongoing changes related to appropriate methods and practices in Aboriginal educational research, including community control of research based on the principle of self-determination. This assertion of control includes the redefinition of relationships in the research process; appropriate initiation of research projects; establishing adequate and acceptable funding arrangements; development of appropriate consultation and negotiation procedures; construction and implementation of appropriate research methodologies; concerns about the appropriation of knowledge; establishment of accountability procedures; and proper recognition of rights in terms of ownership, copyright, and publication. Historically, Aboriginal and Torres Strait Islander people in Australia have been subjected to a range of inappropriate, unacceptable, and degrading research methodologies. Another concern is the extraction of knowledge from Aboriginal communities that benefits individual researchers, but provides little benefit to the community. An appropriate and powerful research methodology is participatory that dramatically altered the lives of Inuit living there. This book begins with an account of the debate over whether Inuit are Indians and, therefore, which branch of government should be responsible for them. It then discusses how the development of the postwar Canadian welfare state coincided with attempts to assimilate Inuit and organize their lives according to Western ideas about the family, work, education, and community. Such policies resulted in many mistakes that led to social disruption, cultural disintegration, and even death among the Inuit. Family relocation and settlement was frequently related to children's attendance in school, and to the "family allowance" system, which based welfare subsidies on the number of children present. A detailed account examines a federal government attempt to deal simultaneously with two concerns--establishing territorial integrity in the Arctic and managing Inuit within Canadian societal norms--by relocating Inuit from the east coast of Hudson Bay to the high Arctic. Subsequent chapters deal with tragic events taking place in the Keewatin region in the late 1950s, including deaths from starvation at Henik and Garry Lakes. The subsequent relocation of the survivors and further attempts to assimilate Inuit into mainstream Canadian society are examined. Throughout the book, the themes of responsibility, relief, and relocation emerge as central concepts in understanding this unique and often troublesome period in Canadian history. Contains over 100 references, an index, maps, and photographs. (TD)

ED 388 480 RC 020 325

Policy Update. IDRA Focus.
PUB DATE- Jun 95
NOTE- 26p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Bilingual Education; *Charter Schools; *Educational Change; Educational Equity (Finance); Educational Legislation; *Educational Policy; Elementary Secondary Education; Limited English Speaking; Public Education; *School District Autonomy; *State Legislation; State School District Relationship
IDENTIFIERS- *Texas

This theme issue focuses on the drastic revision of the Texas education code undertaken during the 1995 state legislative session. "Education Policy Reform: Key Points for Districts" (Albert Cortez, Mikki Symonds) outlines critical issues in the legislation that have an impact on educational quality: charter schools exempt from state regulations; public education vouchers for school choice; facilities funding; bilingual education; compensatory education; school finance formula; textbook selection; student behavior problems and discipline; teacher salaries, rights, and certification; and parent rights and responsibilities. "Legal Challenges to New Education Code Foreseeable" (Albert H. Kauffman) lists probable sources and legal bases of challenges to the new Texas code. "Texas Public Schools Charter Provisions in the New Education Code" describes specific provisions related to the establishment and operation of new charter schools. "Some Thoughts on the Legislature's Attempts To Improve Public Schools in Texas" (Albert Cortez) criticizes the "reforms" of the new Texas education code because they were formulated without input from key stakeholders and will do little to improve the education of the state's most disadvantaged and disenfranchised populations--

Presented in English and French, Chemistry 20-30 is an academic program that helps students in Alberta, Canada, better understand and apply fundamental concepts and skills. The major goals of the program are: (1) to develop in students an understanding of the interconnecting ideas and principles that transcend and unify the natural science disciplines; (2) to provide students with an enhanced understanding of the scientific world view, inquiry, and enterprise; (3) to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society; (4) to help students make informed decisions about further studies and careers in science; and (5) to provide students with opportunities for acquiring knowledge, skills, and attitudes that contribute to personal development. This booklet includes information on general and specific learner expectations and units on: matter as solutions, acids, bases and gases; quantitative relationships in chemical changes; chemical bonding in matter; thermochemical changes; electrochemical changes; and equilibrium, acids, and bases in chemical changes. Each unit outlines the major concepts and the understanding, skills, and interrelationships among science, technology, and society that students should be able to demonstrate. (JRH)

ED 388 497 SE 056 503

Biology 20-30: Program of Studies.
PUB DATE- 31 May 94
NOTE- 145p.; For related documents, see SE 056 501-502, SE 056 504 and SE 056 532.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Conservation (Concept); Cytology; DNA; Ecology; Energy; Foreign Countries; High Schools; Interdisciplinary Approach; Reproduction (Biology); *Science and Society; *Science Curriculum; Science Education; *Student Centered Curriculum
IDENTIFIERS- Alberta

Presented in English and French, Biology 20-30 is an academic program that helps students in Alberta, Canada, better understand and apply fundamental concepts and skills. The major goals of the program are: (1) to develop in students an understanding of the interconnecting ideas and principles that transcend and unify the natural science disciplines; (2) to provide students with an enhanced understanding of the scientific world view, inquiry, and enterprise; (3) to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society; (4) to help students make informed decisions about further studies and careers in science; and (5) to provide students with opportunities for acquiring knowledge, skills, and attitudes that contribute to personal development. This booklet includes information on general and specific learner expectations and units on: the biosphere; energy flows and cellular matter; energy and matter exchange in ecosystems; energy and matter exchange by the human organism; reproduction and development; cells, chromosomes, and DNA; and change in populations and communities. Each unit outlines the major themes, concepts, and the understanding, skills, and interrelationships among science, technology, and society that students should be able to demonstrate. (JRH) needed resources, procedures, and caveats and options. Contains references for additional reading in some cases. (MSE)

ED 388 060 FL 023 308

White, Ronald V., Ed.
New Ways in Teaching Writing. New Ways in TESOL Series: Innovative Classroom Techniques.
PUB DATE- 95
NOTE- 282p.; For related documents, see FL 023 302-307.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Business Communication; Class Activities; Classroom Techniques; Cohesion (Written Composition); Creative Writing; Descriptive Writing; *English for Academic Purposes; Interpersonal Communication; Journal Writing; Letters (Correspondence); Paragraph Composition; Personal Narratives; Poetry; Portfolios (Background Materials); Proverbs; Revision (Written Composition); Skill Development; Story Telling; Technical Writing; Test Wiseness; *Writing Instruction; *Writing Processes; *Writing Skills; Writing Strategies
IDENTIFIERS- Summarization

This book presents a range of activities for writing instruction that develop different composing skills, attend to the social processes of reading and writing, involve the peer group in evaluating and responding to drafts, focus on different types and formats of writing, and stimulate these activities through diverse techniques and methods. The ideas presented are organized in four parts, each dealing with a different aspect of writing: writing processes (pre- and free writing, beginning-level developmental work, generating ideas, organizing paragraphs, cohesion); academic writing (paraphrasing and summarizing, synthesizing, revision, examination writing, portfolios); expressive writing (stories and narratives, fables and proverbs, biography, poetry and verse, journals, descriptive writing); and personal correspondence and business writing. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. Contains references for additional reading in some cases. (MSE)

ED 388 061 FL 023 311

Morley, Joan, Ed.
Pronunciation Pedagogy and Theory: New Views, New Directions.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Educational Strategies; *English (Second Language); Instructional Effectiveness; Intonation; Language Research; *Learning Strategies; Linguistic Theory; Listening Skills; *Phonology; *Pronunciation Instruction; Second Language Instruction; Speech Skills; *Suprasegmentals; Testing

This collection of essays on pronunciation theory and practice as it relates to second language instruction includes:

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Developed Nations; Economic Change; Foreign Countries; *Industrialization; *Language Planning; *Modernization
IDENTIFIERS- *Thailand

This report assesses the changes in language use, based on political and cultural uses, around the world and specifically in Thailand. Early global theories divided the nations of the world into central, semiperipheral, and peripheral. Later, this classification was changed to developed nations, developing nations, and the Third World. Then came North versus South. Many nations of Southeast Asia embarked upon ambitious programs to reach the supposed completed level of achievement of the Northern, developed countries. Sustainable development has become a paramount philosophy in the West, while this concept is still in its infancy in Southeast Asia, especially where material goods are still highly desired. The social structures and cultural values that caused the North to change its definition of development and how this change impacts on Southeast Asia today, especially on Thailand, are reviewed. The language of development for sociologists, economists, and the common person are discussed in terms of culture and cultural language. (Contains nine references.) (NAV)

ED 388 080 FL 023 331

Samway, Katharine Davies, Ed.; McKeon, Denise, Ed.
Common Threads of Practice: Teaching English to Children around the World.
PUB DATE- 93
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary Education; *English (Second Language); Foreign Countries; German; Literacy Education; Reading Processes; Refugees; *Second Language Instruction; Team Teaching; Writing Processes
IDENTIFIERS- Austria; Botswana; Brunei; China; Estonia; Russia; South Africa

This text offers teacher accounts of teaching English to speakers of other languages (ESOL) in grades K-8 worldwide. Articles included are: (1) "Common Threads, Common Bonds" (Denise McKeon and Katharine Davies Samway); (2) "For a Brighter Future: SPEAK Project in Soweto" (Pippa Stein); (3) "The 'Essence of Sliding': Encouraging Elementary ESL Students To Become Creative Writers" (J. Wesley Eby); (4) "Watson and Son's EFL Class: Teaching English to Chinese Children Using Only English and a U.S. Peer" (Tim Watson); (5) "Teaching English in Russia" (Alevtina Poliak); (6) "Teaching English in Primary Schools in Brunei Darussalam" (Ng Seok Moi and Wendy Preston); (7) "Learning English Naturally in Emelie Parker's Classroom" (Sue Sherman); (8) "How Do They Learn To Read and Write? Literacy Instruction in a Refugee Camp" (Lauren Hoyt); (9) "Team Teaching in Second Grade (Don't Pull Out the Kids, Pull In the Teacher)" (Carlyn Syvanen); (10) "English in Austrian Primary Schools" (Maria Felberbauer); (11) "Teaching English to Children in China" (Bi Qing); (12) "Primary Education and Language Teaching in Botswana" (Lydia Nyati Ramahobo and Janet Ramsay Orr); (13) "A Tale of Two Cultures: At Home in the

Malaysian and American teachers on these dimensions are then examined, based on observations in meetings in which interaction and problem-solving were required. It is observed that the Americans needed to learn that within this context: (1) the meetings were not decision-making events but decision-initiating events; (2) roles of friendly surrogates need to be understood for the purposes of negotiation and consensus-reaching; (3) stress and methods to alleviate it when soliciting open, direct communications and constructive criticisms need to be understood; (4) communication techniques and behavior to enhance and protect others' dignity or "face" need to be learned; (5) indirect communications being used need to be listened to in order to sort out the true message; and (6) medium of communication (oral vs. written) was an important factor. Appendices include: Hofstede's descriptors of societal dimensions and Malaysian/American decision-making and communication differences. Contains two references. (MSE)

ED 388 101 FL 023 374

Brown, Dorothy S.
A World of Books: An Annotated Reading List for ESL/EFL Students. Second Edition, Revised.
PUB DATE- 88
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Difficulty Level; *English (Second Language); Fiction; Language Proficiency; Language Usage; Media Selection; Nonfiction; *Reading Materials; Reading Strategies; *Second Language Learning

The annotated reading list cites works of fiction and non-fiction felt to be appropriate for learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). Most are suitable for students at the "professional proficiency" level, although some may be read by students at the "limited working proficiency" level, and some are most suitable for those with "full proficiency." Most are less than 300 pages long, contain little or no nonstandard English, jargon, patois, or pidgin, contain nothing offensive to any race or group, were written after 1945, and have some relatively broad appeal. An introductory section for students recommends approaches to take in selecting reading materials. A section for teachers describes the selection methods used for the bibliography and discusses uses of the list. Each citation provides the author's name, title of the work, publication date, publisher, length, distributor, and a brief summary of the text. Four appendices provide cross-references for geographic area, topic and literary genre, short and easy books, and advanced texts. (MSE)

ED 388 102 FL 023 375

Tannacito, Dan J.
A Guide to Writing in English as a Second or Foreign Language: An Annotated Bibliography of Research and Pedagogy.
PUB DATE- 95
NOTE- 547p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Educational Research; *Educational Strategies; Elementary

materials include results of the meeting, services and projects in British Columbia, a glossary of terms, and a list of the participants. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 388 121 HE 028 661

Nel, Johanna
The Professoriate's Public Relations Role: A Crucial Factor in Fostering School-University Collaboration.
PUB DATE- 19 Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College School Cooperation; Educational Attitudes; Elementary Secondary Education; Higher Education; *Interpersonal Competence; Practicums; *Practicum Supervision; *Public Relations; Schools of Education; Teacher Administrator Relationship; Teacher Education; Teacher Student Relationship

This paper discusses the public relations role of education professors in regard to school-university cooperation and collaboration. It provides suggestions that have been found to be effective in fostering and maintaining school-university collaboration and in creating a climate of mutual respect among students, mentor teachers, and college instructors. The paper focuses on pre-practicum professor-school interaction, student preparation for practicums, and post-practicum professor-school interactions. It provides examples of successful techniques for working with school administrators, principals, mentor teachers, and students. It concludes that effective interpersonal strategies are important not only in establishing collaborative relationships with schools but are even more important for maintaining productive associations. (MDM)

ED 388 122 HE 028 662

Groves, Fred H.; Pugh Ava F.
College Student Performance on the Cultural Literacy Science Assessment Instrument.
PUB DATE- 9 Nov 94
NOTE- 11p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Education Majors; *Elementary School Teachers; Higher Education; *Knowledge Level; Liberal Arts; *Majors (Students); *Scientific Literacy; Sex Differences; Teacher Education
IDENTIFIERS- *Cultural Literacy Science Assessment; Hirsch (E D); Science Majors

This study examined the performance of college students and elementary school teachers on the Cultural Literacy Science Assessment (CLSA) developed by Cannon and Jinks (1992), which and spring issues contain feature articles entitled "'Cybersexism' Raises New Issue to Deal with: Computer Messages vs. Free Speech" and "Women in Law School Receive Lower Grades than Men." (MDM)

ED 388 142 HE 028 684

Upcraft, M. Lee, Ed.; Kramer, Gary L., Ed.
First-Year Academic Advising: Patterns in the Present, Pathways to the Future. Monograph Series Number 18.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Academic Advising; Adult Students; Annotated Bibliographies; *College Freshmen; Counselor Evaluation; Counselor Training; Educational Theories; *Educational Trends; Evaluation Methods; Faculty Advisers; Higher Education; Information Technology; Mentors; Minority Groups; Transitional Programs
IDENTIFIERS- Advisor Role; Undecided Students

This monograph is designed to provide a blueprint to educators on how to improve academic advising for first-year college students. Seventeen chapters are: (1) "First-Year Students: The Year 2000" (Wesley Habley); (2) "Insights from Theory: Understanding First-Year Student Development" (M. Lee Upcraft); (3) "Creating Successful Transitions Through Academic Advising" (Eric R. White and others); (4) "Organizing and Delivering Academic Advising for First-Year Students" (Margaret C. King and Thomas J. Kerr); (5) "Using Information Technology to Enhance First-Year Student Advising" (Gary L. Kramer); (6) "Advising Alliances: Faculty and First-Year Students Team Up for Success" (Susan H. Frost); (7) "Faculty Mentoring: A Key to First-Year Student Success" (Gary L. Kramer and others); (8) "Selecting, Training, Rewarding, and Recognizing Faculty Advisors" (Robert E. Glennen and Faye N. Vowell); (9) "Reach-Out Advising Strategies for First-Year Students" (Derrell Hart); (10) "Academic Advising Through Learning Communities: Bridging the Academic-Social Divide" (Anne Goodsell Love and Vincent Tinto); (11) "Advising First-Year Undecided Students" (Virginia Gordon); (12) "Advising Underprepared First-Year Students" (Nancy Gray Spann and others); (13) "Advising and Orientation Programs for Entering Adult Students" (Elizabeth G. Creamer and others); (14) "Pluralistic Advising: Facilitating the Development and Achievement of First-Year Students of Color" (Thomas Brown and Mario Rivas); (15) "Assessment of Academic Advising" (M. Lee Upcraft and others); (16) "Academic Advising: A Compendium of Evaluation Instruments" (Debra S. Srebnik and Jennifer Stevenson); and (17) "Perspectives on Academic Advising for First-Year Students: Present and Future" (John N. Gardner). Three appendixes provide a statement of core values of academic advising, a taxonomy of advising services, and an annotated bibliography. Each chapter contains a reference list. (MDM)

ED 388 143 HE 028 686

Zide, Michele Moran; And Others
Restructuring at Fitchburg State College through Total Quality Management.

APPA: Association of Higher Education Facilities Officers Educational Conference and Annual Meeting Proceedings (82nd, Philadelphia, Pennsylvania, July 16-18, 1995).
PUB DATE- 18 Jul 95
NOTE- 305p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; Contracts; *Educational Facilities Planning; *Energy Management; *Facilities; Higher Education; *Human Resources; Landscaping; Organizational Change; Organizational Climate; Personnel Management; Strategic Planning; Supervision

The 23 papers presented in this Proceedings are grouped into four categories: business management; facilities planning, design, and construction; human resource management; and energy and environment. Papers are: (1) "A Business Approach to the Facility Function" (Alan B. Abramson); (2) "Management by Strategic Planning" (Jerry C. Black); (3) "Physical Plant: Competing in the 21st Century" (R. J. Carter); (4) "Rightsourcing Your Facility Services" (James B. Clayton); (5) "A Rental Model for University Space" (Robert Grant and Alan Neilson); (6) "Strategic Planning as a Tool for Improved Facilities Management" (Donald L. Mackel and Rodney Rose); (7) "Reengineering Caretaking at the University of Toronto" (Jim Stanley); (8) "Preserving 'In-House' Physical Plants" (James O. Roberts); (9) "Integrated Building Commissioning Case Study: University of Washington Chemistry Building" (Richard B. Casault); (10) "HVAC System Commissioning" (Rebecca Thatcher Ellis, James J. Sebesta); (11) "Grounds Improvements for a Safe Campus Environment" (Tom Leback and Jay Klingel); (12) "The Particle Method: A New Approach to Campus Planning" (Brian W. Miller); (13) "'Right-Sizing' in the 1990s--Shaping the Future with Master Planning" (John R. Reeve); (14) "Creating a Picture Perfect Campus: The Successful Campus--Look Good or Look Out!" (Mike Van Yahres and Syd Knight); (15) "Linking Supervision to Organizational Success" (Judith A. Cooper and Michelle Estep); (16) "Practical Employee Recognition Promotes Greater Productivity and Achievement" (Joseph E. Greenawalt); (17) "Creating a Cross-Functional Workforce" (Brian Yeoman and Denise S. Carpenter); (18) "In this Era of Shrinking Budgets, Is Organizational Redesign and Adopting a 'Quality Culture' Worth the Pain?" (Robert S. Hascall et al.); (19) "From Keeper to Partner: Creating a Future through Organization Culture Change" (Van King et al.); (20) "Refrigerant Management Using Ammonia" (Philip G. Rector and William Nelson); (21) "University of Toronto Waste Management System" (Gary P. Nower); (22) "The Social Engineering of Energy Conservation" (Paul D. Ruskin); and (23) "The Greening of Facilities" (Marion B. Smith). (DB)

ED 388 162 HE 028 705

Rendon, Laura I., Ed.; Hope, Richard O., Ed.
Educating a New Majority: Transforming America's Educational System for Diversity.
PUB DATE- 96
NOTE- 490p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Change Strategies; Colleges; *Disadvantaged Youth;

Lou Anna K. Simon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Administrator Education; Case Studies; *Departments; Educational Research; *Global Approach; Higher Education; *International Education; International Programs; International Studies; Merchandising; Program Design; Regional Planning; Sociology; Urban Planning
IDENTIFIERS- *Michigan State University

This volume contains three case studies and additional information documenting and examining Michigan State University's (MSU) Model International Department Experiment (MIDE), a program designed to encourage internationalization efforts in curricula, research, public service, and outreach activities. Chapter 1, "Introduction: The Rationale for Internationalization" (Gill-Chin Lim), presents the reasons for internationalization and discusses global trends, problems in United States higher education, combined benefits of eastern and western thinking, and strategies for the future. Chapter 2, "Department of Sociology Case Study" (Christopher K. Vanderpool), describes that unit's efforts to infuse international content into all undergraduate and graduate courses. Chapter 3, "Urban and Regional Planning Program" (Roger E. Hamlin and others), covers the four-phase process for internationalizing the urban and regional planning program. Chapter 4, "Merchandising Management Program" (Linda K. Good and others), describes the five-stage plan to internationalize the merchandising management curriculum. Chapter 5 is "Building the Global/International University for the Future" (Christopher K. Vanderpool and Roger E. Hamlin). Eight appendixes contain a bibliography on global education and information on: steps to internationalization, organization of studies and programs, global competence grants, a workshop on curriculum internationalization, new initiatives, mission and direction of international studies, and programs at MSU. (Contains 151 references.) (JB)

ED 388 181 HE 028 724

Students in Transition: Critical Mileposts in the Collegiate Journey. Inaugural National Conference Proceedings (1st, Dallas, Texas, November 9-11, 1995).
PUB DATE- 11 Nov 95
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Curriculum; College Environment; *College Freshmen; College Instruction; College Programs; College Role; *College Seniors; *College Students; Community Colleges; Developmental Stages; Higher Education; Program Descriptions; Student College Relationship; *Student Development; *Transfer Students; Transitional Programs
IDENTIFIERS- Transitional Activities; *Transition Management; Transition Rates; Transition Time

This publication contains a collection of 95 abstracts of presentations on college student transitions, particularly those of freshmen, transfer students, and seniors. Each abstract is designed to give the reader a short summary of a presentation and to provide the name, address, and telephone number of the person to contact for additional information. The abstracts are arranged alphabetically by college or university name. Some of the subjects include: mentoring programs for

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Attitudes; *Educational Experience; Evaluation Criteria; *Evaluation Methods; Evaluation Research; Group Discussion; Group Dynamics; Higher Education; Program Evaluation; *Research Methodology; Research Problems; *Satisfaction; Student Attitudes; *Universities
IDENTIFIERS- Focus Groups; *Focus Groups Approach

This paper discusses the use of focus groups to investigate criteria used by college students to determine their satisfaction with higher education, and presents the results of a pilot study. It reviews research on the use of focus groups, discusses the development of a focus group guide for the current study, and examines problems associated with recruiting students to participate in focus groups, such as incentives for volunteers and no-shows at group sessions. The paper discusses the role of the rapporteur and the scribe in group sessions, as well as the actual conduct of the sessions. The pilot study found that the overall undergraduate student criterion for determining satisfaction or dissatisfaction with their college experience at a regional university included: (1) finding pride and inner satisfaction with accomplishments; (2) a flexible curriculum; (3) a university with status and prestige; (4) a university degree that opens the door to career opportunities; (5) the encouragement of student involvement; (6) a caring faculty; (7) an opportunity for independence; (8) a student-oriented university administration; and (9) a university experience that provides an opportunity for growth and development. An appendix contains a copy of the focus group guide. (Contains 21 references.) (MDM)

ED 388 201 HE 028 745

Proctor, Carnisia M., Comp.
Higher Education Opportunities for Minorities and Women--Annotated Selections. 1994 Edition.
PUB DATE- 94
NOTE- 120p.; For 1991 edition, see ED 343 547.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Educational Opportunities; Fellowships; *Females; Graduate Study; Grants; *Higher Education; Internship Programs; *Minority Groups; Publications; Scholarships; *Student Financial Aid; Student Loan Programs; Undergraduate Study; Womens Education

This publication presents information regarding higher education opportunities for minorities and women, focusing on scholarships, grants, loans, internships, and fellowships. Section 1 contains general information about books, brochures, lists, and publications that describe a variety of higher education opportunities, many of which solicit, give preference to, or advertise to minority applicants. The listings include publication data, price, and availability. Section 2 lists general undergraduate opportunities that do not specify an academic area or that are available to more than one academic area. Section 3 lists undergraduate opportunities by academic area. Section 4 includes general graduate opportunities that either do not specify an academic area or that are available to more than one academic area, while Section 5 includes graduate opportunities listed by academic area. Section 6 lists all postdoctoral opportunities. Each listing contains a brief

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Authoring Aids (Programming); Educational Environment; *Educational Technology; Foreign Countries; Higher Education; *Intelligent Tutoring Systems; *Research and Development
IDENTIFIERS- *Synergy; University of Saskatchewan (Canada)

Educational technology and artificial intelligence (AI) are natural partners in the development of environments to support human learning. Designing systems with the characteristics of a rich learning environment is the long term goal of research in intelligent tutoring systems (ITS). Building these characteristics into a system is extremely difficult: each requires the use of techniques from AI, including knowledge representation, diagnosis and user modeling, planning, machine learning, and natural language understanding. Artificial intelligence techniques are usable now in practical systems. To illustrate this, several working systems that use artificial intelligence and that have been developed in the ARIES Laboratory (University of Saskatchewan, Canada) are discussed. The SCENT advisor can be used to provide robust diagnosis in a wide variety of problem solving domains. The learning by teaching system inverts the usual instructional paradigm: the system acts as an inquisitive learner, thus stimulating the human learner to refine and extend his/her knowledge. G.E.N.I.U.S. takes advantage of the credibility invested in a programming advisor by human learners in order to provide "ignorance-based" advice on programming errors. Finally, the VCR Tutor provides help to learners on how to program a video cassette recorder. The general lesson is that AI and educational technology can interact in a natural synergy to the mutual benefit of both. (Contains 11 references.) (MAS)

ED 388 220 IR 017 369

Shute, Valerie J.
Regarding the I in ITS: Student Modeling.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Intelligent Tutoring Systems; Knowledge Representation; Models; Thinking Skills
IDENTIFIERS- Conceptual Frameworks

For an intelligent tutoring system (ITS) to earn its "I", it must be able to (1) accurately diagnose students' knowledge structures, skills, and/or learning styles using principles, rather than pre-programmed responses, to decide what to do next; and (2) adapt instruction accordingly. While some maintain that remediation actually comprises the "T" in ITS, this paper takes the position that the two components (diagnosis and remediation), working in concert, make up the intelligence in an ITS. A framework for developing and assessing student models is presented, followed by a description of an attempt to apply the framework in the

Intelligent Tutoring Systems; *Multimedia Materials; *Physiology; *Spatial Ability
IDENTIFIERS- Brain; Multimedia Technology

Understanding science and technology issues requires a number of spatial abilities in order to comprehend the three-dimensional structure of systems. Adequate spatial abilities have long been identified as a necessary mental tool for understanding science and technology phenomena. Multimedia technology has opened the door for a large variety of options that significantly enhance intelligent computer aided instruction (ICAI) in general, and students' spatial aptitude in particular. A number of multimedia-supported visualization techniques have been utilized in a studyware of human physiology. This paper presents these techniques using the brain module as a case in point. All modules were developed using HyperCard on Macintosh computers. Each module can be used separately or in conjunction with other modules. The techniques for the brain module include looking inside the brain, involving the student in exposing brain parts, viewing the brain from different aspects and linking structure with function. A learning path map prevents students from getting lost in the web of possible hypermedia paths. Students electing to deepen spatial ability can do so by a series of moving pictures, appearing one after the other, creating the illusion of a rotating brain. Student evaluation is done through voluntary quizzes and mandatory tests. The mandatory test must be completed before a student can advance to the next topic. Five figures illustrate studyware screens. (Author/MAS)

ED 388 238 IR 017 387

Dori, D.; And Others
Team Training Shell: A Groupware, Multimedia-Supported Application Generator.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; Foreign Countries; Group Instruction; Medical Education; *Multimedia Instruction; *Team Training
IDENTIFIERS- *Groupware; Multimedia Technology; Technion Israel Institute of Technology; Traumas

Since real-life situations of trauma training are practically not available, a proper substitute must take advantage of the most recent advents in multimedia and groupware technologies. Multimedia visualization is of particular importance in trauma training, as the most crucial step of the patient's initial assessment is largely based on a surface check. Using trauma team training as a case in point, the long-term goal of a project by a group of Industrial Engineering and Management at Technion faculty, Israel Institute of Technology, is to design a domain-independent team training shell (TTS)--a generic scheme for team training application generator. It is expected to enable the creation of training executables in any domain that involves the need for coordination among team members charged with a common mission. The design of the TTS architecture requires the integration of concepts and students. A control (n=20) and experimental (n=16) group each received the departmental placement exam and final exam for ear training, which functioned as the pretest and posttest, respectively. The comparison with a section using commercial software as an optional supplement to traditional in-class drill found no significant difference in achievement or attitude. However, results indicate the computer provided more efficient and consistent instruction. There was also a significant difference in the amount of time spent outside of class on ear training and in the amount of improvement attributed to the use of CBT. Five tables summarize study data. (Contains 10 references.) (Author/MAS)

ED 388 257 IR 017 406

Hilem, Y.; Futtersack, M.
COMPANION: An Interactive Learning Environment Based on the Cognitive Apprenticeship Paradigm for Design Engineers Using Numerical Simulations.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Computer Assisted Instruction; *Computer Simulation; *Engineering; Foreign Countries; Hypermedia; *Intelligent Tutoring Systems; *Problem Solving; Simulated Environment; Thinking Skills; *Vocational Education
IDENTIFIERS- *Cognitive Apprenticeships; *COMPANION (Intelligent Tutoring System)

The use of numerical simulations to design and analyze new products requires both conceptual and operational knowledge. This paper describes COMPANION: an intelligent multimedia system for vocational training used by engineers and technicians. A key concept in terms of training methodology is that of "situated learning," or continuous learning in the workplace. Cognitive apprenticeship is a design model supporting situational learning which is an extension of the traditional apprenticeship model focusing on learning problem solving skills in the practice of performing authentic tasks. The novice (apprentice) watches the expert performing the task, and the expert allows the novice to ask questions and perform small parts of the task, with the amount of the task carried out by the novice increasing as experience is gained. Following an introduction in section one, section two describes the different student uses of COMPANION, and shows how cognitive apprenticeship and hypermedia are integrated in the whole system. Section three focuses on the structure of COMPANION. Section four details the content of hypermedia modules used in conceptual knowledge acquisition. Section five describes how the operational knowledge is structured and acquired. Sections six and seven, respectively, detail the engineering activity and the technical assistant, which embodies the knowledge that becomes operational during problem solving with collaboration between the student and COMPANION. (Contains 17 references.) (Author/MAS)

ED 388 258 IR 017 407

diary, statistics, pictures, films, maps and database stacks. They support a full range of media types, facilitate user browsing as well as direct inquiry, and contain a balance of material including soldiers' accounts, official statistics and factual data, a chronology of events for the entire campaign, and original material, some of which has never been published. As instructional materials, these stacks can be used to teach about the history of the Gallipoli campaign, to inform about conducting historical research or to examine issues such as bias in historical writing. (AEF)

ED 388 276 IR 017 425

Muhlhauser, Max; Rudebusch, Tom
Cooperation Support in Computer-Aided Authoring and Learning.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Assisted Instruction; *Computer Software Development; *Cooperative Learning; *Courseware; Educational Environment; Foreign Countries; Intercollegiate Cooperation; Problem Solving; Universities
IDENTIFIERS- Germany

This paper discusses the use of Computer Supported Cooperative Work (CSCW) techniques for computer-aided learning (CAL); the work was started in the context of project Nestor, a joint effort of German universities about cooperative multimedia authoring/learning environments. There are four major categories of cooperation for CAL: author/author, author/learner, tutor/learner, and learner/learner. In GROUPIE (Group Interaction Environment), a generic support system which was carried out in the Nestor project, a common model and taxonomy of cooperation was established; features include universal development support and a runtime support system. In this system, cooperation is viewed as an aggregate of two lower-level concepts, interaction and coordination. CoopEC (cooperating within the European Community learning domain), an example of CAL-specific courseware, teaches about the EC and features a cooperative problem solving process; this software includes a questionnaire, a multitransition between private and group learning, flexible coupling modes, and both online conferencing and asynchronous document exchange. A more liberal approach to commercial courseware is the authoring system, Nestor-ADP, which consists of cooperation-transparent tools, cooperation-aware tools, and the cooperation-aware lifecycle support environment, DIRECT. In DIRECT, the encompassing graphical user interface supports the cooperative construction of complex, hierarchically structured issue-position argument graphs. In general, two areas of cooperation support are distinguished: author/author cooperation, which involves multiple cooperation-aware tools and learner/side cooperation, which must be supported by generic development support for cooperative courseware. (AEF)

ED 388 277 IR 017 426

tools for each of the layers. Moreover, the extensive browsing and score-keeping features greatly expand the number of different teaching styles and teaching strategies that can be implemented using LMDM. Tutorials can be developed in LMDM, that not only use the student's score to determine areas that need review, but other tutoring programs can check to see what material has been mastered and what requires more study. (AEF)

ED 388 293 IR 017 442

Maurer, H.; Schneider, A.
New Aspects of a Hypermedia University Representation.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer System Design; Expert Systems; Foreign Countries; Higher Education; *Hypermedia; *Information Dissemination; Information Retrieval; *Information Systems; *Universities
IDENTIFIERS- University of Auckland (New Zealand); Virtual Reality

A hypermedia based UTICS (university transaction, information and communication system) is under development at the University of Auckland (New Zealand). This multi-platform system will provide alternatives to traditional forms of information retrieval and dissemination as well as public relations exercises. The UTICS will offer a virtual journey through the campus, and there are presently two techniques for incorporating a trip into a hypermedia system. The less complex "walk-through" consists of virtual walks on a given network of paths, and with the "fly-through," where movement is not restricted to given paths and places. The hypermedia system can be extended to include an expert system, which has the capacity to deal with the decision making process of prospective students. An expert system which contains declarative and procedural knowledge about the problem field can assume the role of a counsellor by assisting students in laying out their course options. Another application of a hypermedia based UTICS is the provision of information about university-sourced expertise and equipment available to the public, or groups from media, industry and government. The UTICS project will span several years and there remains a number of design problems to be solved, including image matching and the degree of detail to be incorporated in the walk- and fly-through systems. (Contains 13 references.) (AEF)

ED 388 294 IR 017 443

Schwier, Richard A.
Multimedia Design Principles for Constructing Prescriptive, Democratic and Cybernetic Learning Environments.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Fleming-McCormick, Treseen; And Others
District Response to the Demonstration: The Practice of Technology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Community Support; *Computer Uses in Education; Costs; *Educational Resources; Electronic Mail; Elementary Schools; Elementary Secondary Education; High Schools; Middle Schools; Optical Data Disks; *Program Development; Staff Development; Telecommunications; *Use Studies; Video Equipment
IDENTIFIERS- Arizona; California; Internet; Nevada

This paper reports on how technology is currently used in nine schools that educators view as "promising" exemplars of technology use. Four elementary, three middle and two high schools from Arizona, California and Nevada (three schools from each state) were examined. Extensive document review and telephone interviews were conducted in preparation for two-person 1- to 2-day site visits. The schools implemented three types of technology: voice (internal/external telephone system with voice mail and electronic access to engage other technologies), video (within and between classes) and data (computers with electronic mail). The video category includes video cameras and computers for editing video productions, as well as television monitors, video cassette recorders (VCRs), and cable; the data category includes computers with Compact Disk-Read Only Memory (CD-ROM) and laser disc capability, scanners and Internet access. Access to computer equipment was an issue at all schools. All but one school had at least one computer in every classroom; special education classrooms typically had computers for each student. Staff training and support depended on technology types, schools' equipment and availability of training personnel, the purposes and manner for which technology was going to be used, and the breadth and level of technology skills already held by the teachers. In terms of program development, four issues were encountered by the sites: community support, finances, facilities, and educational philosophies. Each issue was encountered during different steps of program development: planning, implementation, maintenance and expansion. All of the schools are striving to keep up with technology. Unfortunately, needs and demands for technology are outpacing the funding potential. Contains seven references. (AEF)

ED 388 312 IR 017 462

Fleming-McCormick, Treseen; And Others
Final Guidelines and Procedures for Teacher Development Systems: Integrating Technology and Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Curriculum Development; Elementary Schools;

Key findings included the following: (1) in general, the TSTC curriculum reflected "export-related" technologies (e.g., manufacturing, electronics, lasers, computers, and energy) while the community/junior college curriculum reflected "service-related" technologies (e.g., marketing, office skills, health care, and criminal justice); (2) TSTC was found to offer a unique curricula design and instructional delivery system in that students who enrolled knew that they would be required to take more courses, complete more contact hours, and spend more time in laboratory assignments; (3) students attending TSTC were much more likely to complete a technical degree or certificate program than community/junior college students; (4) TSTC also had an outstanding graduation record for minority and special population students from "export-related" technical programs, typically high risk groups for technical programs; (5) TSTC had lower costs per graduate and a higher "graduate percent yield" than the community/junior colleges. (KP)

ED 388 331 JC 950 514

Groves, Cecil L.; And Others
A Comparative Analysis of Postsecondary Technical Education in Texas. Phase I, Volume I--Report. Revised.
PUB DATE- 7 Jul 92
NOTE- 79p.; For complete set of project reports, see JC 950 513-516.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; College Curriculum; *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Curriculum Evaluation; Educational Finance; Enrollment; Minority Groups; Program Effectiveness; *School Effectiveness; *Technical Education; Technical Institutes; *Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Texas State Technical College

In response to concerns of unnecessary duplication in programs offered by Texas community/junior colleges and the Texas State Technical College (TSTC) system, TSTC conducted an examination of curricula, enrollments, and outcomes for both systems. This report provides findings from the first phase of the study based on Texas Higher Education Coordinating Board reports and official documents for the 1990-91 academic year and for the 1990 federal fiscal year. Following introductory materials describing the purpose of the study, results are presented from a literature review focusing on differences between community and technical college education and data collection methods are described. Comparative findings are then provided for the following areas: (1) institutional curricula, indicating that community college technical clusters reflected "service-related" technologies (e.g., marketing, office skills, and health care), while TSTC reflected "export-related" technologies (e.g., manufacturing, electronics, and computers); (2) program graduates and graduate percent yield (GPY), revealing that community colleges graduated 16% of enrolled technical students, compared to 33% for TSTC; (3) GPY for ethnic groups and special populations, indicating that 19% and 78% of TSTC's graduates were classified as handicapped and disadvantaged, compared to 4% and 36% for community colleges; (4) curricula and GPY for metropolitan and non-metropolitan community colleges, finding little difference in curricula but higher a percentage of graduates in non-metropolitan colleges; and (5) state funding per technical program cluster, indicating that TSTC had a cost per graduate of $8,649 in "service-career planning and placement, faculty workload, reconceptualizing physical space, partnerships, and effects on funding and organization. An appendix provides the college's restructuring focus for 1995-96, providing further updates to the areas of preparation for college transfer and workforce development. (KP)

ED 388 348 JC 950 532

Lyon, Pat Rajski; And Others
North Harris Montgomery Community College District Articulation Manual.
PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); *College School Cooperation; Community Colleges; Competency Based Education; *Cooperative Programs; Curriculum Development; *Dual Enrollment; *Educational Practices; Guidelines; Program Administration; *Tech Prep; Two Year Colleges
IDENTIFIERS- North Harris College TX

Compiled by the Curriculum Services Office Staff at the North Harris Montgomery Community College District (NHMCCD), in Texas, this manual provides information on administrative issues related to articulation agreements between NHMCCD and area high schools, focusing on competency based course articulation, tech prep initiatives, and dual credit articulation. The first two chapters provide an introduction to articulation and a glossary of terms used. Chapter 3 lists 15 benefits to entering into articulation agreements, while chapter 4 briefly describes 12 types of agreements, from advanced placement courses to tech prep to 2 2 programs. Chapters 5 and 6 review common barriers to articulation, such as turfism and unrealistic deadlines, and financial considerations. Chapter 7 describes issues related to articulating competency based curricula. Chapters 8 through 11 provide NHMCCD-specific information on how to apply, update, and cancel articulation agreements, including 14 steps in an articulation flow chart. Chapter 12 discusses the tech prep process, linking the efforts of business/industry, secondary, and post-secondary institutions to provide better training from the ninth grade through the post-secondary level. Finally, chapters 13 to 16 explain the dual credit articulation procedure, distribution of articulation materials to appropriate personnel, how to apply for articulated credit, and recordkeeping and data gathering. Appendixes include sample articulation forms from the NHMCCD, contact lists for NHMCCD schools, a summary of personnel duties, promotional materials, and sample tech prep education plans. (TGI)

ED 388 349 JC 950 533

Campbell, Patricia E.
Integrating Curriculum: Enhancing Teacher Development and Student Learning.
PUB DATE- 23 May 95
NOTE- 23p.; Paper presented at the Annual International Conference of the National Institute for Staff and

Quality First Partnership for a Community of Excellence.
PUB DATE- 16 Oct 95
NOTE- 17p.; Paper presented at the Team Building for Quality Conference sponsored by the National Initiative for Leadership and Institutional Effectiveness (Raleigh, NC, October 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Involvement; *Cooperative Programs; Economic Development; Educational Innovation; *Partnerships in Education; Program Costs; Program Implementation; *School Community Programs; *Total Quality Management; Training Methods; Two Year Colleges
IDENTIFIERS- *Central Virginia Community College

Based on the principles of quality and productivity improvement, Central Virginia Community College's (CVCC's) Quality First initiative is designed to provide continuous quality training to existing business, government, and educational institutions and enhance regional development activities to attract new business and jobs. Since its inception in 1989, the training initiative has resulted in measurable improvements in college practices in the Virginia Community College System; other educational institutions in the local area and participating in the local economic development organization, Region 2000; health care delivery; city government and administration; and local business and industry. Under the program, training is delivered to groups of up to five teams usually from different organizations. Teams, composed of four to six people each, meet at the college every other week for eight sessions, six of which are 8-hour workshops in which participants learn quality skills, discuss concepts, and provide status reports of their ongoing project work. The program required an initial start-up investment of $50,000 for equipment, training, program research, and facilities improvement, but is currently a self-sustaining program, charging $2,000 in tuition per team. To date, CVCC has trained 142 quality improvement teams from over 40 organizations. Almost without exception, Quality First customers have expressed high satisfaction with both content and presentation. A report of experiences from one program participant, the City of Lynchburg, is included. (TGI)

ED 388 366 JC 950 553

Project Path Guide to Preparing Postsecondary Students with Disabilities for Competitive Employment.
PUB DATE- 95
NOTE- 42p.; For a related guide for employers, see JC 950 554.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Career Counseling; Career Planning; Community Colleges; Cooperative Education; Cooperative Programs; *Disabilities; *Employment Services; Marketing; Normalization (Disabilities); Program Descriptions; Student Characteristics; *Student Personnel Services; Student Placement; Student Recruitment; Supported Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of DuPage IL

Project Path, at Illinois' College of DuPage, was established to provide pre-employment training and career counseling for

State Funding; Job Training; Juvenile Justice; Nutrition; Poverty Programs; State Federal Aid; *State Programs; Welfare Services
IDENTIFIERS- Food Stamp Program; *Government Spending; *Illinois; Project Head Start; Special Needs Children; *Spending Patterns

Political changes underway at both the federal and state levels will dramatically affect public policies for children and their families in the years ahead. Drawing from over 550 budget line items in 10 state departments from 1990 to 1995, this report looks at spending on Illinois' children and families by program areas, with some specific programs mentioned in each section. Two programs not funded by the state, Head Start and Food Stamps, are also discussed. The report holds the dollar amounts constant for inflation, which allows examination of "real" spending changes over time. The 10 program areas for which spending amounts are detailed are: (1) economic security; (2) employment assistance; (3) health; (4) nutrition; (5) adolescent health and prevention; (6) children with disabilities; (7) early childhood care and education; (8) education; (9) children and families at risk; and (10) community services/juvenile justice. An appendix contains charts listing spending categories for specific programs. The primary lesson emerging from this report is that Illinois is spending more and more of its limited resources reacting to problems rather than preventing those problems in the first place. (HTH)

ED 388 384 PS 023 635

Dombro, Amy Laura; Modigliani, Kathy
Family Child Care Providers Speak about Training, Trainers, Accreditation, and Professionalism: Findings from a Survey of Family-to-Family Graduates.
SPONS. AGENCY- Dayton-Hudson Foundation, Minneapolis, MN.; Target Stores/Dayton Hudson Corp.
PUB DATE- Jan 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Child Rearing; Early Childhood Education; *Family Day Care; Professional Development; Professional Personnel; *Professional Training; Qualifications; Standards; Surveys; Trainers
IDENTIFIERS- Caregiver Attitudes; Caregiver Qualifications; *Caregiver Training; CDA Credential; *Family Day Care Providers; Professionalism

As part of the Child Care Aware initiative's 5-year process evaluation, this report describes the findings of a survey of 2,095 family child care providers, concerning the type of training they received through the initiative and issues related to accreditation and professionalism. Child Care Aware was sponsored in community sites, promoting the professional development of providers by implementing the following strategies: (1) training; (2) accreditation; and (3) creating or strengthening local provider accreditations. The survey found that the most professional sector of the family child care community has much to say about training, accreditation, and being a professional. These providers believe that training positively influences their practice and that enhancing positive self-esteem is an essential part of their professional development. Additional findings are as follows: (1) training reaches younger providers more frequently than older providers; (2) most providers said they would recommend Family-to-Family

In preschools caring for infants and toddlers, outdoor play space is often limited and underdeveloped. When outdoor play space is developed, it is usually geared towards older toddlers, and infants' time in this space is often limited. Measures can be taken to give both infants and toddlers access, in safe and appropriate ways, to the valuable experience of outdoor play. Some of these measures include: (1) creating a space in which infants are out of the way of more mobile children; (2) having this space be enclosed by a plexiglass wall and three "activity panels" with varying textures; and (3) catering to children's different developmental levels by using landscaping and physical structures to ensure that children stay in their appropriate spaces. The use of plants, in particular an herb garden, can provide color and aromas which both toddlers and infants can experience. Playing in a safe, active environment can facilitate gains in self confidence, competence, and self-esteem. (JW)

ED 388 404 PS 023 678

Friedman, Dana E.
Lots of Funds for Dependent Care.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Coordination; Community Programs; *Corporate Support; Day Care; Early Childhood Education; Educational Improvement; Employee Assistance Programs; *Employer Supported Day Care; Family Work Relationship; Models; Partnerships in Education; Private Financial Support
IDENTIFIERS- Elder Care

Corporate funding is now being used to invest in the improvement of community dependent care. This strategy benefits the firms by: (1) ensuring that employees will be absent from work less frequently due to childcare responsibilities; (2) providing a flexible strategy for meeting a variety of community needs; (3) improving community-firm relations; and (4) offering a highly visible way to make community investments. Funds operate on two models, the employee-sponsor model and the targeted approach. Each model has advantages and disadvantages. In the employee-sponsor model, employees recommend worthwhile community programs for funding and are encouraged to be active and educated in their communities' needs, but this model is very labor intensive. The targeted approach model involves assessing community needs and putting out a "Request for Proposals" to local organizations. The targeted model has a greater chance of meeting a real community need, but its top-down orientation leads to less employee involvement. Drawing on the experience of existing funding programs, the following recommendations are offered: (1) A successful funding program is part of an overall work-family strategy; (2) communication at all levels is critical; and (3) smaller sums of money can be effective, particularly in small or rural communities. (JW)

ED 388 405 PS 023 679

Galinsky, Ellen; And Others
The Family Child Care Training Study. Highlights of Findings.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Cooperation; *Community Involvement; Educational Improvement; Elementary Secondary Education; Family School Relationship; *Parent Participation; Parents; Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Partnerships in Education; School Community Relationship; Teacher Role; Teaching Guides

The role of the classroom teacher in the success of parent and community involvement efforts in American public schools is this document's focus. Because schools need to discover new ways to foster parental and community involvement in education, this document outlines a new perspective concerning parental and community involvement that encompasses the following three propositions: (1) schools cannot succeed without the collaboration of parents and communities; (2) families need strong support to become and remain functional; and (3) communities must take charge of their children's developmental needs. The chapters are as follows: (1) "Introduction," covering forces of resistance, learning environments, education myths, and school-community issues; (2) "Demographics and Trends Influencing Public Education," including population growth and decline, disappearing dads, population projections, single-parent families, and household income; (3) "Changing Attitudes," describing characteristics of effective schools, barriers to parental involvement, and sources of confidence; (4) "What the Research is Saying"; (5) "A Framework for Parent Involvement"; (6) "Principles for Successful Programs and Strategies for Reducing Home-School Barriers"; (7) "Implementation Strategies," detailing factors complicating parent involvement efforts, case studies, and principals' and teachers' roles in family involvement initiatives; (8) "Building Bridges between Home and School"; and (9) "Closing Thoughts," including a final examination on parent and community involvement. A listing of members of the National Coalition for Parent and Community Involvement (NCPIE) is included. (BGC)

ED 388 425 PS 023 720

Katz, Lilian G.
Lessons from Reggio Emilia: An American Perspective.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the conference on "Nostalgia del futuro. Liberare speranze per una nuova cultura dell'infanzia" (Milano, Italy, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Documentation; *Early Childhood Education; Educational Practices; Educational Theories; Languages; Language Skills; Observation; Observational Learning; *Progressive Education; Teacher Student Relationship
IDENTIFIERS- Dewey (John); Plowden Report; *Reggio Emilia Approach

Early childhood education specialists in the United States can learn from the Reggio Emilia experience. This document details five aspects of Reggio Emilia practices in the following sections: (1) "The Contribution of Graphic Languages to Young

Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Foreign Countries; Higher Education; Partnerships in Education; *School Community Relationship; *Student Attitudes; *Student Teaching; *Teacher Education; Teacher Education Curriculum; Teacher Role; Teaching Experience
IDENTIFIERS- England (London)

This is an account of student teachers' role concept based on the writings of 26 student teachers who completed their practical training in East London. Student teachers participated in a 13-week course of teaching practice combined with community work. Typical fears of these student were related to their ability: (1) to negotiate their circumstances; (2) to meet the grade; (3) to prevent discontinuity in their classrooms; and (4) to not get lost. Salient issues in student writings included: (1) communication and the national curriculum; (2) communication and racial and cultural diversity; (3) sexism, including equal opportunities; (4) urban regeneration; (5) school/community links; (6) crime; (7) finance; (8) paperwork; and (9) "burn-out." Students' first impressions were of the environment and people. School and community were equally prominent aspects of student writing, but concerns about teaching held greater weight. Results suggest that community work enhances teacher performance. This work allows student teachers to develop an awareness of the school in community context. This in turn helps them put self-critical tendencies about their teaching in perspective as they learn to better understand the limits of their practice. Contains three references. (JW)

ED 388 445 PS 023 773

Smith, Nanette
The Power and Passion of Playpacks.
PUB DATE- Sep 95
NOTE- 13p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Early Childhood Education; Family School Relationship; Foreign Countries; Models; Parent Influence; Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Play; Preschool Children; *School Readiness; *Student Adjustment; Toddlers; *Transitional Programs
IDENTIFIERS- England

Using an action research model, this study concentrated on easing the transition into school by providing an induction program for preschool children which promotes the emotional needs of the child within the family. The research followed an ecological perspective, considering individual needs within the frameworks of school, home, and community in England. Research included a model of "plan, do, review, and replan." Information was obtained from transcribed interviews, storytelling sessions at school, home visits, and an overall evaluation. Results shows that a parent-centered approach, incorporating a partnership model and addressing rights of passage, effectively action research, which allows critical thought to be transformed into action through community decision making. The initiation and development of research proposals that are based on principles of community control and self-determination require that people have appropriate and sufficient opportunity to consider issues and make meaningful decisions for themselves and in collaboration with others. Most important, Aboriginal decision-making processes and cultural obligations must be respected and adhered to at all times when conducting educational research. (LP)

ED 388 462 RC 020 208

Carr, John C.; And Others
Lakota Sioux Indian Dance Theatre. Cuesheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; Photographs and illustrations may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; American Indian History; Cultural Activities; Cultural Education; *Cultural Enrichment; *Dance; Elementary Secondary Education; *Lakota (Tribe); Learning Activities; Sioux (Tribe); Theater Arts
IDENTIFIERS- Dance Companies; *Spirituality

This performance guide provides students with an introduction to Lakota Sioux history and culture and to the dances performed by the Lakota Sioux Indian Dance Theatre. The Lakota Sioux believe that life is a sacred circle in which all things are connected, and that the circle was broken for them in 1890 by the massacre at Wounded Knee. Only in recent times is the circle becoming whole again as American Indians struggle to achieve self-determination and renew their heritage. Sioux legends and histories have been collected and published. Old skills are being used again. Dance is a central part of life, expressing belief in spirits, nature, and the relationship of all things to one another. Eight dances performed by the Lakota Sioux Indian Dance Theatre are described, along with their purposes and significance. The guide includes information about the dance company, pointers to enhance appreciation of the performance, suggestions for related student activities, and a list of related reading materials and videos. (JAT)

ED 388 463 RC 020 219

Herzog, Mary Jean Ronan; Pittman, Robert B.
Home, Family, and Community: Ingredients in the Rural Education Equation.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Community Characteristics; *Educational Change; Elementary Secondary Education; Futures (of Society); Higher Education; High Risk Students; *Quality of Life; *Rural Education; *Rural Urban Differences; Social Attitudes; *Student Attitudes
IDENTIFIERS- Sense of Community

To shape reform in rural education, it is necessary to understand minority-group, limited-English-proficient, and low-income students. Other articles not related to this issue's theme include "Issues in Accountability Testing of LEP Students: Reflections on the Policy Making Process" (Adela Solis); "How Federal Policy Impacts My Classroom" (Lucy Windham) expressing thoughts on bilingual-education policy; "IMPACT: A Model for Schools To Promote Parent Advocates for Children and Changes" (Ninta Adame-Reyna); "Teachers and Parents Surf the Internet: Finding Boards and Catching 'La Onda'" (Mikki Symonds); "We Need the Federal Government in Education" (Michael Casserly); "Coca-Cola Valued Youth Program Brings Together Tutors, Parents and Teachers" (Linda Cantu); and "IDRA Creates Manual for Title VII Proposal Development" (Abelardo Villarreal). Contains suggested readings on equity in school funding. (SV)

ED 388 481 RC 020 327

Meier, Deborah
The Power of Their Ideas: Lessons for America from a Small School in Harlem.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Democratic Values; Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Inner City; Inquiry; *Progressive Education; Public Education; *Public Schools; Role of Education; *School Choice; School Organization; Small Classes; *Small Schools; Teacher Expectations of Students; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- *New York (East Harlem)

At Central Park East (CPE) schools in East Harlem, New York City, 90 percent of students graduate from high school and 90 percent of those go on to college. Starting with the CPE success story, this book shows why good education is possible for all children, and why public education is vital to the future of our democracy. Begun in the mid-1970s, CPE is now four public schools serving primarily Latino and African American students, most from low-income families. Rooted in the traditions of progressive education, CPE has focused on: (1) building democratic community, both giving decision-making power to school staff and preparing students for full citizenship; (2) promoting strong respectful relationships with families and the local community; (3) fostering "habits of the mind," rigorous critical inquiry that challenges students' curiosity and builds on their natural drive toward competence; (4) integrating the curriculum and teaching fewer subjects in depth rather than more subjects superficially; and (5) connecting learning to the real world. The innovations undertaken at CPE were made possible by school choice mechanisms (parents chose to send their children to CPE) and by the schools' small size. Small size (defined as a maximum of 20 teachers, with a maximum class size of 20) allows staff to be personally involved in all school decisions, to know about each other's work, and to know their students' work and ways of thinking; fosters physical safety and accountability; and immerses students in a school culture shaped by adults. By engaging teachers, small schools stand a chance of engaging students, too, and helping them become lifelong learners and actively participating citizens of a free society. Contains lists of suggested readings. (SV)

ED 388 498 SE 056 504

Science 20-30: Program of Studies.
PUB DATE- 31 May 94
NOTE- 179p.; For related documents, see SE 056 501-503 and SE 056 532.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; Earth Science; Energy; Environment; Foreign Countries; High Schools; *Interdisciplinary Approach; Physics; *Science and Society; *Science Curriculum; Science Education; *Student Centered Curriculum
IDENTIFIERS- Alberta

Presented in both English and French, Science 20-30 is an integrated academic program in Alberta, Canada that helps students better understand and apply fundamental concepts and skills common to biology, chemistry, physics, and the Earth sciences. The major goals of the program are: (1) to develop in students an understanding of the interconnecting ideas and principles that transcend and unify the natural science disciplines; (2) to provide students with an enhanced understanding of the scientific world view, inquiry, and enterprise; (3) to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society; (4) to help students make informed decisions about further studies and careers in science; and (5) to provide students with opportunities for acquiring knowledge, skills and attitudes that contribute to personal development. This booklet includes information on general and specific learner expectations and units on: the changing earth, changes in living systems, chemical changes, changes in motion, living systems respond to their environment, chemistry in the environment, electromagnetic energy, and energy and the environment. Each unit outlines the major themes, concepts, and the understanding, skills, and interrelationships among science, technology, and society that students should be able to demonstrate. (JRH)

ED 388 499 SE 056 520

Jones, Leslie S.; Beeth, Michael E.
Implementing Conceptual Change Instruction: A Case Study of One Teacner's Experience.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Concept Formation; *Constructivism (Learning); Elementary Education; Hands on Science; Interviews; *Misconceptions; *Science Instruction; *Scientific Concepts; Student Centered Curriculum
IDENTIFIERS- *Alternative Conceptions; Interpretivism

Students often hold personal explanations for natural phenomena that are intuitive, alternative to current scientific

"Pronunciation Assessment in the ESL/EFL Curriculum" (Janet Goodwin, Donna Brinton, Marianne Celce-Murcia); "Empowering Students with Predictive Skills" (Wayne B. Dickerson); "Intonation: A Navigation Guide for the Listener" (Judy B. Gilbert); "Some Perspectives on Accent: Range of Voice Quality Variation, the Periphery, and Focusing" (John H. Esling); "A Multidimensional Curriculum Design for Speech-Pronunciation Instruction" (Joan Morley); "Recent Research in L2 Phonology: Implications for Practice" (Martha C. Pennington); and "The Effects of Pronunciation Teaching" (George Yule, Doris Macdonald). (MSE)

ED 388 062   FL 023 312

Morley, Joan, Ed.
Current Perspectives on Pronunciation. Practices Anchored in Theory.
PUB DATE- 87
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Educational Strategies; English (Second Language); *Language Patterns; Language Processing; Language Research; Linguistic Theory; Listening Comprehension; *Phonetics; *Phonology; Professional Development; Professional Occupations; Program Descriptions; *Pronunciation; *Pronunciation Instruction; Second Language Instruction; *Second Languages

A collection of essays on pronunciation instruction theory and practice includes: "Teaching Pronunciation as Communication" (Marianne Celce-Murcia); "Learner Variables and Prepronunciation Considerations in Teaching Pronunciation" (Rita Wong); "Pronunciation and Listening Comprehension" (Judy B. Gilbert); "Pronunciation Tutorials for Nonnative Technical Professionals: A Program Description" (Sandra C. Browne, Thomas N. Huckin); "Linking and Deletion in Final Consonant Clusters" (Mary S. Temperley); "Phonetics and the Teaching of Pronunciation" (John C. Catford); and "The Pronunciation Monitor: L2 Acquisition Considerations and Pedagogical Priorities" (William W. Crawford). (MSE)

ED 388 063   FL 023 313

Crew, Vernon
When Does a Carrot Become a Stick? Changing Attitudes and English Language Proficiency of Hong Kong Student Teachers.
PUB DATE- 94
NOTE- 20p.; Paper presented at the International Language in Education Conference (December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Cultural Influences; *English (Second Language); Foreign Countries; *Language Attitudes; Language of Instruction; *Language Proficiency; Language Skills; *Learning Motivation; *Student Attitudes; *Student Teachers
IDENTIFIERS- Grantham College of Education (Hong Kong); Hong Kong

This study investigated the relationship between attitudinal/motivational factors and English second language proficiency among student teachers. Subjects were 198 full-

German School Washington" (Donna Stassen); (14) "Teaching English in Estonia: Using Reading and Writing Process Methods To Teach EFL" (Emma Wood Rous). (Each essay contains references. A teacher resources list is included.) (NAV)

ED 388 081 FL 023 332

Garshick, Ellen, Ed.
Directory of Professional Preparation Programs in TESOL in the United States and Canada: 1995-1997.
PUB DATE- 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Guidance; *English (Second Language); Foreign Countries; *Language Teachers; *Professional Development; *Second Language Instruction; *Teacher Education
IDENTIFIERS- Canada; United States

This directory lists all teaching English-as-a-Second-Language (ESL) programs or Teaching of English to Speakers of Other Languages (TESOL) programs in the United States and Canada at the undergraduate, Master's, and doctoral levels based on 1995 information. Over 210 institutions in the United States offer over 300 programs in TESOL at the three levels; 30 Canadian institutions are also listed that offer 46 programs. Each listing describes the degree offered, program and admission requirements, program length, courses offered, staff, tuition and fees, financial aid available, general information, and a contact person and address. Listings are alphabetical by institution name. Complete copies of the "Statement of Core Standards for Language and Professional Preparation Programs" and the "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States" are appended. Geographical and institutional indexes are included. (NAV)

ED 388 082 FL 023 333

Stempleski, Susan, Ed.; Arcario, Paul, Ed.
Video in Second Language Teaching: Using, Selecting, and Producing Video for the Classroom.
PUB DATE- 92
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Communicative Competence (Languages); *English (Second Language); International Trade; *Second Language Instruction; Student Evaluation; *Videotape Recorders; *Videotape Recordings

This text provides articles on the practical and principled uses of video cameras and VCRs in the English-as-a-Second-Language classrooms. Articles in this volume include: (1) "Teaching Communication Skills with Authentic Video" (Susan Stempleski); (2) "Using Video in Theme-Based Curricula" (Fredricka L. Stoller); (3) "Teaching Young Children with Video" (Barry Tomalin); (4) "Using Video To Teach Communicative English to Students of International Business" (Ulla Ladau-Harjulin); (5) "Shooting Your Class: The Videodrama Approach to Language Acquisition (Tracey Forrest); (6) "Using a Video Camera To Evaluate Learners' Classroom Performance" (Jack Lonergan); (7)

Secondary Education; *English (Second Language); Higher Education; Information Sources; *Language Research; *Linguistic Theory; Second Language Instruction; *Writing Instruction

This bibliography offers English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) specialists and non-specialists a listing of almost 3,500 works in the field of writing in ESL/EFL, at all educational levels, from 1937 through 1993. It includes works focusing on how non-native speakers write in English, how they learn to write in English, how ESL and native-English-speaker (NES) compositions compare, how English is taught in contexts where it is used as a second or foreign language, and instructional materials developed to support writing in a second/foreign language. Citations include bibliographies, monographs, textbooks, periodicals, dissertations and some (unannotated) master's theses, conference papers, and Educational Resources Information Center (ERIC) documents. An introductory section and a list of native languages addressed in the works precede the annotated entries. Author and subject indexes are also included. (MSE)

ED 388 103 FL 023 376

Bai, Jianhua
Teaching Vocabulary: 8 Faces of a Word.
PUB DATE- 91
NOTE- 14p.; Based on a paper presented at the Annual Meeting of the Chinese Language Teachers Association (Washington, DC, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Chinese; Definitions; Grammatical Acceptability; Language Styles; Language Usage; Linguistic Theory; *Orthographic Symbols; *Reading Comprehension; Second Language Instruction; *Second Languages; *Semantics; Syntax; *Vocabulary Development

Dimensions of word meaning are examined, and a framework for describing and teaching Chinese words in the context of Chinese second language instruction is offered. It is argued that every word has limitations of usage that must be understood before it can be used appropriately. The limitations, or dimensions, include these: connotative (emotional and evaluative aspects of meaning); geographic (place-specific); grammatical (syntactic); historical (meaning change over time); age (use by individuals of a specific age); professional (registers or varieties defined by topic and context); stylistic; and collocation. It is proposed that: instructional materials be developed with these dimensions in mind; this information be used in training teachers in the nature of vocabulary learning; teachers use these dimensions as a checklist in teaching vocabulary; dictionary compilation reflect these factors, to reduce ambiguity; and the dimensions be used to develop tests that assess both breadth and depth of vocabulary knowledge. Contains nine references in English and two in Chinese. (MSE)

ED 388 104 FL 023 378

Jones, Rodney H.
Talking about AIDS in Hong Kong: Cultural Models in Public Health Discourse.
PUB DATE- Apr 95
NOTE- 47p.; Paper presented at the Annual Meeting of the

is based partly on science-related terms in "The Dictionary of Cultural Literacy" by E. D. Hirsch et al. A total of 330 students and teachers completed the 52-item assessment. The subjects included: (1) junior and senior elementary education majors; (2) elementary education teachers pursuing graduate study; (3) junior and senior liberal arts majors; (4) junior and senior science majors; and (5) freshman and sophomore science majors. The study found that the scores of junior and senior science majors were significantly higher than the scores of the other four groups, and that liberal arts majors scored higher than elementary education teachers. The scores of males were significantly higher than those for females, although this result may be faulty due to the fact that no effort was made to control for gender within the five groups of subjects. These results could indicate that the CLSA does not present a generalized sample of science terms, and is thus questionable as a measure of science literacy. Implications for teacher education are discussed. (MDM)

ED 388 123 HE 028 663

Witzke, Donald B.; And Others
University of Kentucky College of Medicine Graduating Seniors' Satisfaction with Their Medical Education--May 1994.
PUB DATE- 1 Sep 94
NOTE- 18p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; Computers; *Educational Attitudes; *Educational Improvement; *Graduates; Graduate Surveys; Health Care Costs; Health Promotion; Higher Education; *Medical Education; Medical Schools; *Satisfaction; Student Attitudes; Student Evaluation
IDENTIFIERS- *University of Kentucky

This study surveyed 1994 graduates (N=91) of the University of Kentucky College of Medicine (UKCM) regarding their satisfaction with the medical education they received at the school. The Class of 1994 was the last to finish before the implementation of a curriculum reform initiative designed to increase active student learning, integrate classroom and clinical knowledge, and promote self-assessment and life-long learning. Graduates were surveyed by telephone or mailed questionnaire. Although 96 percent of the respondents were generally satisfied with their educational experience at UKCM, five specific areas were identified where graduate responses implied a need for improvement in the educational process: (1) patient risk assessment and wellness education; (2) student evaluation; (3) integration of basic and clinical content; (4) issues relating to the cost of medical care; and (5) the use of computer technology. Contains four graphs and two tables. (MDM)

ED 388 124 HE 028 664

Olesinski, Raymond L.
When Students Design Curriculum: Acquisition and Evaluation of Curricular Information.
PUB DATE- 18 Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

PUB DATE- 30 Mar 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; College Programs; Employer Attitudes; Enrollment; Graduate Study; Higher Education; High School Students; *Institutional Evaluation; Marketing; Organizational Communication; Program Implementation; Program Improvement; Reputation; School Community Relationship; School Counselors; *Self Evaluation (Groups); State Colleges; Student Attitudes; Student Personnel Services; *Total Quality Management
IDENTIFIERS- *Fitchburg State College MA

Fitchburg State College (Massachusetts), a comprehensive public college, initiated restructuring using Total Quality Management (TQM) techniques in December 1992. The effort's mission was to increase communication, to identify barriers to defined goals and service to students, and to find ways to overcome those barriers. Two surveys followed the establishment of the mission: (1) a survey of graduate school alumni that found that inadequate communications and choice were major problems of the college; and (2) a marketing study that sampled students, alumni, prospective students, guidance counselors, employers, regional community members, and local community members to evaluate how the school's clientele perceived Fitchburg. Overall this study showed that Fitchburg enjoyed a solid reputation but that improvement was called for in communications, feedback, student choice, services, marketing and operations. Improvement actions were initiated in each area. Outcomes of these efforts show graduate student enrollment in 1994 was up by 14 percent over 1993 and up 22 percent over bench-mark 1992 figures. Graduate division revenue in 1994 had risen by 30 percent over 1992. In addition, Fitchburg started eight new degree programs. A 1995 follow-up study was undertaken designed to determine the effectiveness of actions already taken and to discover new needs and issues. (JB)

ED 388 144 HE 028 687

Gilbert, Gary, Ed.; And Others
Fact Book on Theological Education: For the Academic Year 1994-95.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; College Faculty; *Compensation (Remuneration); *Donors; *Educational Finance; *Enrollment; Foreign Countries; Higher Education; *Institutional Characteristics; National Surveys; Scholarships; *Theological Education
IDENTIFIERS- Association of Theological Schools; Canada; United States

This publication provides comparative data on higher education institutions that are members of the Association of Theological Schools (ATS) in the United Sates and Canada. The tables and graphs are based on data supplied by the 226 Protestant, Roman Catholic, and Orthodox theological schools as reported on Annual Report Forms required by the ATS. Five chapters present data on: (1) institutional characteristics, such as the ratio of full-time faculty to part-time faculty, and ratio of full-time equivalent (FTE) students to FTE faculty, and the ratio of endowment to current funds expenditures; (2) enrollment, such

*Educational Change; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Futures (of Society); Government Role; Government School Relationship; Higher Education; High Risk Students; *Leadership; Mathematics; *Minority Groups; Multicultural Education; Parent Participation; Trend Analysis; Two Year Colleges; Universities

IDENTIFIERS- *Diversity (Student)

This book presents 20 papers on the current status and future needs of disadvantaged minority students in the elementary, secondary, and higher education systems. Papers are grouped into four sections: current challenges to minority education; restructuring schools to foster minority student success; reforming higher education; and leadership imperatives. Papers are: (1) "An Educational System in Crisis" (Laura I. Rendon, Richard O. Hope); (2) "Education, the Economy, and Tomorrow's Workforce" (Ray Marshall, Robert W. Glover); (3) "Ending the Crisis in the K-12 System" (Jose A. Cardenas); (4) "Responding to the New Demographics in Higher Education" (Shirley Vining Brown); (5) "Changing State and Federal Roles in Improving Minority Education" (Dewayne Matthews); (6) "Understanding the Need for Restructuring" (Ruth S. Johnson); (7) "Promoting Effective Teaching for Diversity" (Vinetta C. Jones, Rochelle Clemson); (8) "Developing Alternatives to Tracking and Grading" (Jeannie Oakes, Martin Lipton); (9) "Strengthening Mathematics Education: Critical Skills for the New Majority" (Beverly J. Anderson); (10) "Involving Parents and Communities in School Reform" (Estrella M. Triana, Shirley M. Malcom); (11) "Indian Nations at Risk: An Educational Strategy for Action" (William G. Demmert, Jr.); (12) "Reflecting Inclusiveness in the College Curriculum" (Mildred Garcia, Daryl G. Smith); (13) "Closing the Gap between Two- and Four-Year Institutions" (Laura I. Rendon, Hector Garza); (14) "Developing a 'Pipeline' Recruitment Program for Minority Faculty" (Lionel A. Maldonado, Charles V. Willie); (15) "Ensuring Campus Climates that Embrace Diversity" (Shanette M. Harris, Michael T. Nettles); (16) "Expanding External Support for At-Risk Students" (L. Steven Swerling); (17) "Revitalizing Minority Colleges and Universities" (Richard O. Hope); (18) "Creating Schools for All Learners" (Tony Cipollone et al.); (19) "Creating a New Kind of Leadership for Campus Diversity" (Blandina Cardenas Ramirez); and (20) "Educating a New Majority: Mandate for the new Century" (Richard O. Hope, Laura I. Rendon). (Most papers contain references.) (DB)

ED 388 163 HE 028 706

Banta, Trudy W.; And Others

Assessment in Practice: Putting Principles To Work on College Campuses. Jossey-Bass Higher and Adult Education Series.

PUB DATE- 96

NOTE- 387p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Accountability; *College Outcomes Assessment; *Educational Practices; *Educational Principles; *Evaluation Methods; Faculty Development; General Education; Higher Education; Majors (Students); *Standards; Student Development; Student Evaluation

IDENTIFIERS- *AAHE Assessment Principles; *American Association for Higher Education students with disabilities, freshman orientation programs, faculty leadership in academic affairs, problem solving in core curricula, minority student satisfaction surveys, images in college student advertising, peer leadership, workforce readiness assessment, joint admissions for associate and bachelors degrees, transitions for returning adult students, clustered learning, student retention, summer bridge programs, capstone courses, campus climate, teaching effectiveness, residential colleges, identity development, values education, nursing education, freshman interest groups, community colleges, Internet use, electronic articulation and degree audit systems, career and life planning, and lifelong learning. (JB)

ED 388 182   HE 028 725

Turner, Caroline Sotello Viernes, Ed.; And Others
Racial and Ethnic Diversity in Higher Education. ASHE Reader Series.
PUB DATE- 96
NOTE- 634p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Administration; College Curriculum; College Faculty; College Instruction; College Students; Cultural Pluralism; *Diversity (Institutional); Educational History; Educational Research; Governance; *Higher Education; Institutional Environment; Leadership; Multicultural Education; Organizational Climate; Undergraduate Study
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student)

This anthology contains 52 papers on racial and ethnic diversity in higher education and is designed to reflect the collective ideas of those who teach in this area. Generally the manuscripts present ways of observing and experiencing racial and ethnic difference in American higher education institutions. Articles in part I titled "Racial/Ethnic Diversity in Higher Education History," demonstrate how a history of exclusion has influenced past and present outcomes for people of color in higher education. Part II titled, "Curriculum Teaching, and Learning," contains readings that present a view from the perspective of individuals who have traditionally been excluded in the creation of knowledge presented in the college curriculum. Part III titled, "Students," contains readings on students of color, student retention, the first-year college experience, and socialization experiences. Part IV titled "Faculty," contains articles on faculty experience at four-year colleges. Part V on "Administration, Leadership and Governance," contains papers that address under-representation of racial and ethnic minority group leaders at all levels of higher education. Lastly, part VI, "Research Issues," contains papers that examine different theoretical frameworks to be considered in studying students and faculty. (Most papers contain references.) (JB)

ED 388 183   HE 028 726

McDermott, Patrice
Politics and Scholarship: Feminist Academic Journals and the Production of Knowledge.
PUB DATE- 94
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

program description, as well as an address to write for further information or an application. (MDM)

ED 388 202 HE 028 746

A Report on the Texas Educational Opportunity Plan for Public Higher Education, 1989-1994.
PUB DATE- 94
NOTE- 43p.; For the new opportunity and education plan entitled: "Access and Equity 2000," see ED 378 862.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Blacks; College Faculty; Diversity (Institutional); Enrollment; *Equal Education; Faculty Recruitment; Females; *Higher Education; Hispanic Americans; Long Range Planning; *Minority Groups; Program Descriptions; Program Evaluation; *Public Colleges; School Holding Power; *State Programs; Statewide Planning
IDENTIFIERS- Diversity (Faculty); Diversity (Student); *Texas

This report provides an evaluation of the effectiveness of the Texas Educational Opportunity Plan (TEOP), a 5-year plan implemented in 1989 to increase Black and Hispanic undergraduate and graduate enrollment at public colleges and universities within the state, and to increase the number of Black and Hispanic employees in the state's higher education system. It also discusses institutional and state responsibilities for meeting TEOP goals. The report found that although the enrollment of Black, and especially Hispanic, students has increased between 1989 and 1993, other indicators of progress on TEOP goals, such as student retention and degrees awarded, are mixed. It concludes that more must be done to achieve the parity emphasized in the new equal opportunity and education plan, entitled "Access and Equity 2000," which will run from 1994 through 2000. Seven appendixes provide information on minority and women recruitment and retention programs, the recruitment and retention of minority faculty, search guidelines to enhance diversity, a minority recruitment and retention conference, a minority faculty and administrator registry, minority doctoral program, and the Texas Association for Access and Equity. (MDM)

ED 388 203 HE 028 747

Rose, Bruce J.; Mohapatra, Manindra K.
MPA Graduates' Views about MPA Curriculum and Political Activity: Findings from a Fifty-State Study (1990-1993).
SPONS. AGENCY- National Association of Schools of Public Affairs and Administration, Washington, D.C.; National Science Foundation, Arlington, VA.
PUB DATE- Oct 95
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of Schools of Public Affairs and Administration (Orlando, FL, October 21-23, 1995). The appendix may not reproduce well due to small type and marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Bachelors Degrees; Educational Attainment; *Educational Background; Graduate Surveys; Higher Education; Masters Degrees; National Surveys; Opinions; *Political Attitudes; *Public Administration; *Public

development of a student model incorporated within a non-intelligent computer tutor. The two systems (with and without a student model) are compared in terms of outcome and efficiency measures. The framework is an adaptation of Dillenbourg and Self's (1992) two-dimensional framework and notation for student modeling, which was modified to represent specific knowledge and skill types required during the learning process, procedural skills, conceptual knowledge rather than overt behaviors, and cognitive process measures. The horizontal axis remains basically the same as the original: learner's representation of the knowledge or the skill, system's representation of the learner's knowledge, and the system's/expert's representation of the knowledge or skill. This modified framework represents the standard microadaptive approach to student modeling. The intelligent and non-intelligent version of "Stat Lady," an experiential learning environment and curriculum that teaches statistical concepts and skills, are described. The "Stat Lady" versions provide the basis for a planned experiment testing the degree to which inclusion of a student model may enhance learning outcome measures and/or improve learning efficiency. (Contains 16 references.) (Author/MAS)

ED 388 221 IR 017 370

Tanaka, Yuzuru
From Augmentation Media to Meme Media.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; Authoring Aids (Programming); Creativity; Editing; Foreign Countries; Microcomputers; Multimedia Materials; Research and Development
IDENTIFIERS- *Computer Users

Computers as meta media are now evolving from augmentation media vehicles to meme media vehicles. While an augmentation media system provides a seamlessly integrated environment of various tools and documents, meme media system provides further functions to edit and distribute tools and documents. Documents and tools on meme media can easily replicate themselves, recombine themselves, and are naturally selected by their environment, namely the society of their authors and users. Their accumulation in their users' community will form a meme pool, which will bring rapid evolution of documents and tools. The IntelligentPad architecture provides a standard framework called a pad that works as a meme medium. When applied to microworlds, it will bring more flexibility to the environments and more opportunities of creative thinking to the user. (Contains 10 references.) (Author)

ED 388 222 IR 017 371

Ayala, Gerardo; Yano, Yoneo
Design Issues in a Collaborative Intelligent Learning Environment for Japanese Language Patterns.
PUB DATE- 94

techniques from multimedia-supported human-machine interaction environment, groupware-based team collaboration, networking and distributed applications and databases. Work is oriented towards obtaining synergy through integrating the benefits of groupware with multimedia. This paper describes the background and considerations involved in the TTS design by using the trauma team training as a case in point. A trauma scenario example with representative computer screens are offered as illustration. (Author)

ED 388 239 IR 017 388

Dori, Yehudit J.; Dori, Dov
Object-Process Analysis of Intelligent Computer Assisted Instruction Shell: The Polymer Couseware--A Case in Point.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Foreign Countries; *Intelligent Tutoring Systems; *Science Instruction; Teaching Methods
IDENTIFIERS- Domain Knowledge; *Object Process Analysis; Polymer Chemistry

Recent advances in information technology have made feasible the development of intelligent computer assisted instruction study units. Analysis and design of such systems require the active involvement of a development team consisting of domain experts, educators, and knowledge engineers. Science and technology teaching methods are frequently domain-independent. The important component that changes is the domain knowledge. This is the basis for the analysis and development of an intelligent computer assisted instruction (ICAI) shell. An object-process analysis approach is applied to analyze the shell, the users, the system's modules, and the relationships among them. The object-process diagram is used as a tool to visualize the relationships between objects and processes in the ICAI shell. To exemplify some of the concepts, a case study of a courseware development process of a CAI polymer unit is provided. Four figures illustrate object-process analysis. (Author)

ED 388 240 IR 017 389

Duval, E.; Olivie, H.
HOED: Hypermedia Online Educational Database.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science Education; Courseware; Database Management Systems; *Databases; *Educational Resources; Foreign Countries; *Hypermedia; Information Retrieval

Holweg, G.; Sammer, P.
HyperM: A Hypermedia System with Extended Question/Answer Dialogs.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359. Figures contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Foreign Countries; *Hypermedia; Input Output Analysis
IDENTIFIERS- Object Oriented Programming; *Question and Answer Exercises

Most educational software lacks either sophisticated computer assisted instruction (CAI) facilities or modern hypermedia functionality. Combining these two aspects not only increases interactivity between computer and learning persons by means of new functions such as moving dragbuttons across the screen and giving multimedia feedback, but also enhances the educational effect. This paper describes how to embed a system for question/answer dialogs into a hypermedia system and points out the resulting advantages. HyperM--a Windows-based hypermedia system, is a powerful PC-based hypermedia system that, among other things, can handle huge amounts of data without loss of performance. Based on ideas of object-oriented structures, the Q/A system consists of a number of objects, each representing a type of input as well as rules on how to judge the student's input. These objects are called interactors because they have the ability to receive user input, judge it, and act accordingly to the results of judging. A Q/A dialog consists of several interactors which are supervised by the control unit. Some points considered important for the development of the Q/A system are: flexible judging algorithms--user input must be examined for correctness by comparing the given answer with a predefined model answer; a need for several learning strategies; the usefulness of question asking algorithms, algorithms that repeatedly ask the same type of question but use different parameters and values; and the use of databases for storing Q/A dialogs, images, sounds, and films. (Contains 20 references.) (Author/MAS)

ED 388 259 IR 017 408

Jehng, Jihn-Chang J.; And Others
TurtleGraph: A Computer Supported Cooperative Learning Environment.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Cooperation; Foreign Countries; Instructional Design; Models; *Problem Solving; *Programming; Thinking Skills

Muldner, Tomasz
Rapid Prototyping of Computer-Based Presentations Using NEAT, Version 1.1.
PUB DATE- 94
NOTE- 8p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Literacy; Computer Mediated Communication; *Computer Software Development; *Courseware; *Electronic Publishing; Electronic Text; *Hypermedia; Information Storage; Information Technology
IDENTIFIERS- *Links (Indexing); Prototypes

NEAT (iNtegrated Environment for Authoring in ToolBook) provides templates and various facilities for the rapid prototyping of computer-based presentations, a capability that is lacking in current authoring systems. NEAT is a specialized authoring system that can be used by authors who have a limited knowledge of computer systems and no programming experience; these authors can communicate with other members of the authoring team using annotations, hypertext links and highlighting. Basic principles of the NEAT design include: maintenance of the book structure, automatic creation of computerized drills using templates for different question types, support for reusability through storage capabilities, a clear display of the final product, user-friendliness, and the ability to inspect scripts and properties of neatware objects. Computer-based presentation developed with NEAT is called neatware. Neatware is a specific type of courseware, based on a book metaphor. Features of neatware include multiple views of the same material, an electronic index, footprints showing student progress, margin and "global" notes, electronic bookmarks, a storage list of previously used pages, hypertext links for non-linear reading, electronic text highlighting, examples, and examples. The user can develop neatware by creating an outline of chapters, sections and pages; various operations can be performed through the Control Panel. The implementation of NEAT is based on a tree data structure in a single text field. (Contains eight references.) (AEF)

ED 388 278 IR 017 427

Muntjewerff, Antoinette J.
Towards Automated Training of Legal Problem Solving.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Computer Assisted Instruction; *Computer Simulation; Foreign Countries; Higher Education; Instructional Development; *Intelligent Tutoring Systems; Knowledge Representation; Law Students; *Legal Education (Professions); *Problem Solving
IDENTIFIERS- Netherlands

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Computer Assisted Instruction; Computer System Design; Cooperation; *Educational Environment; Educational Objectives; Educational Strategies; Feedback; Foreign Countries; *Instructional Design; *Interaction; Learner Controlled Instruction; Metacognition; *Multimedia Materials; *Student Role
IDENTIFIERS- *Learning Environment

The quality of multimedia-based interaction is more the product of the way instruction is designed, and less the result of the system on which it is delivered. To fully exploit the capabilities of more powerful instructional technologies, designers must also reexamine the assumptions and expand the strategies employed in instructional design. Prescriptive, democratic and cybernetic learning environments have been identified for individualized instruction and have subsequently been adapted to interactive multimedia learning. Prescriptive environments specify learning objectives and the instructional system is used as a primary delivery medium. In most cases, it is the learner's role to receive and master the given content. Democratic environments emphasize the learner's role in defining what is learned, how it is learned, and the sequence in which it is learned; navigation, motivation and access supersede objectives and evaluation. In cybernetic environments, a complete system allows the learner to interact freely and naturally with the instruction in a process of mutual exchange. Control is negotiated but decisions are left in the hands of the learner. This paper applies five instructional design issues to each of these environments--control, practice, feedback, cooperation, and metacognition--and considers how each of these notions might be expressed in difference multimedia environments. (Contains 19 references.) (AEF)

ED 388 295 IR 017 444

Scott, Peter J.; Ardron, David J.
Integrating Concept Networks and HyperMedia.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Authoring Aids (Programming); College Students; Computer Assisted Instruction; *Computer Networks; Foreign Countries; Higher Education; *Hypermedia; *Intelligent Tutoring Systems; Multimedia Materials; Online Systems
IDENTIFIERS- *Concept Mapping; *Multimedia Technology; University of Sheffield (England)

This paper reports on an integration of concept mapping for manipulating and structuring knowledge with multimedia presentation technology. The intelligent hypermedia system HAN (hypermedia activated network) is an authoring environment that generates small hypermedia tutorials online as they are required. A student query activates a portion of a semantic network representing the key concepts of a domain of a HAN module. The activated portion of the network and a simple model

Elementary Secondary Education; Faculty Development; High Schools; Instructional Design; *Instructional Innovation; *Integrated Activities; Middle Schools; Student Projects; Teaching Methods; Telecommunications; *Use Studies; Video Equipment
IDENTIFIERS- Arizona; California; Internet; Nevada

This paper examines how technology was used to enhance instruction in schools that are viewed as "promising" in their technology use by individuals in state education agencies. Four elementary, three middle and two high schools from Arizona, California and Nevada were examined. Extensive document review and telephone interviews were conducted in preparation for two-person 1- to 2-day site visits. Four schools reported that teachers actively used technology in instructional delivery; minimal equipment included a computer, Video Cassette Recorder (VCR) and large video monitor in each classroom for multimedia presentations. A few teachers incorporated online telecommunications into their curriculum and instruction. Students used computers for learning keyboarding or practicing word processing and graphics; students at schools with Internet capacity used it for doing research for class projects. Five schools offered video production opportunities for students. In terms of technology integration, three trends were consistent: (1) using technology in project-based curriculum, (2) concerns with articulation issues between grade levels, and (3) an increased legitimation of "technology as curriculum" at upper-grade levels. Staff training and support depended on technology types, schools' equipment and availability of training personnel, the purposes and manner for which technology was going to be used, and the breadth and level of technology skills already held by the teachers. Schools used two additional strategies to provide support for technology use: access to a variety of technologies and use of technology beyond the school. Contains ten references. (AEF)

ED 388 313 IR 017 470

Get Ready, Get Set, Go ON-LINE! Videotape.
PUB DATE- 95
NOTE- Running time: 72 minutes; divided into two parts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Educational Development; Educational Finance; *Educational Planning; *Online Systems; Private Sector; Program Development; Public Sector; School Support; Videotape Recordings
IDENTIFIERS- *Internet

This videotape provides ideas on how to effectively use the Internet in educational settings and raises key issues that should be dealt with prior to embarking on a program for upgrading the technological infrastructure of a district. Topics covered include the importance of the Internet as a learning tool, planning effective use of the Internet, where to look for funding and how to get support, and instructing the teachers and students. Three typical schools are featured, each of which was attempting to solve the problems of connecting to the Internet. The program represents a cooperative effort between the public and private sector to provide schools with information that was formerly available only at great cost. (AEF)

ED 388 314 IR 017 497

related" and $11,801 in "export-related" clusters, compared to $9,175 and $15,613, respectively, for community colleges. (KP)

ED 388 332 JC 950 515

Groves, Cecil L.; And Others
A Comparative Analysis of Postsecondary Technical Education in Texas. Phase I, Volume II--Appendices.
PUB DATE- 11 Jun 92
NOTE- 279p.; For complete set of project reports, see JC 950 513-516. Contains small, filled in print.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; College Curriculum; *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Curriculum Evaluation; Educational Finance; Enrollment; Minority Groups; Program Effectiveness; *School Effectiveness; *Technical Education; Technical Institutes; *Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Texas State Technical College

In response to concerns of unnecessary duplication in programs offered by Texas community/junior colleges and the Texas State Technical College (TSTC) system, TSTC conducted an examination of curricula, enrollments, and outcomes for both systems. This document provides the second volume of the study, containing the data tables used to generate the analysis presented in Volume I. The following appendixes to Volume I are provided: (1) a description of Texas Higher Education Coordinating Board (THECB) methodology for clustering technical programs, including a 1990-91 list of active technical programs by cluster and state code; (2) 1990-91 reports on enrollment, graduate outcomes, and funding for vocational/technical programs for all two-year public colleges, all Texas community colleges, for metropolitan regions, for non-metropolitan campuses, for TSTC campuses, and for all community colleges by region; (3) 1990-91 reports on enrollment, graduate outcomes, and funding for vocational/technical programs by TSTC region, by college, and by program cluster; (4) statewide program completer statistics for postsecondary technical programs from summer 1989 through summer 1990 for all clusters and for service-related clusters; medical/health care; automotive/heavy mechanics; building systems and construction; applied service and business; export-related; information; energy/environmental; laser/electronics; manufacturing; design and engineering; aerospace; and agribusiness clusters; and (5) frequency distributions of fall 1990 enrollments and 1990-91 graduates of technical education programs in TSTC and state community/junior colleges. (KP)

ED 388 333 JC 950 516

Groves, Cecil L.; And Others
A Comparative Analysis of Postsecondary Technical Education in Texas. Phase II, Physical Science, Biological Science and Social Science Clusters.
PUB DATE- 26 Aug 92
NOTE- 60p.; For complete set of project reports, see JC 950 513-516.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Curriculum Development; Educational Quality; *Faculty Development; Foreign Countries; *Instructional Innovation; *Integrated Curriculum; Learning Strategies; Program Implementation; Student Development; *Teacher Participation; Two Year Colleges
IDENTIFIERS- Okanagan University College BC

In 1992, Okanagan University College, in British Columbia (Canada), undertook a project to develop and implement an integrated curriculum in four participating health and human services programs. The project stemmed from findings in province-level reports on curriculum integration and on needs for health and human services programs. Specific project goals included developing a model of integration; providing support for faculty to develop the curriculum; consulting with community stakeholders; and creating a curriculum that promoted student development, maximized interdisciplinary studies, maximized bridging and transferability, and improved accessibility to learning. Phase 1 of the project identified common values of the four participating programs, defined qualities of an exemplary health and human service provider, developed themes of content and process for core curriculum, identified common content clusters to be included in core curriculum, and reviewed coring models. Phase 2 involved the development of a curriculum plan and organizational model, seven courses and course outlines, an instructor's guide with learning activities, and an evaluation plan to be used once the curriculum was implemented. Finally, in September 1994, seven courses were implemented in phase 3. The implemented curriculum plan represented a shift from the traditional competency-based learning approach to a values-based approach, focusing on process as well as content, and provided improved opportunities for teacher development and student learning. A list of project participants is appended. Contains 23 references. (TGI)

ED 388 350 JC 950 534

Whitaker, George W.
Freshman Composition and the Computer--Total Immersion.
PUB DATE- Nov 95
NOTE- 10p.; Paper presented at the National Conference of the Community Colleges Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Community Colleges; Computer Uses in Education; *Freshman Composition; Instructional Innovation; *Tutorial Programs; Two Year Colleges; *Word Processing; *Writing (Composition); *Writing Instruction; *Writing Laboratories; Writing Skills
IDENTIFIERS- Florence Durlington Technical Technical College SC

In 1992, the English Department of Florence-Darlington Technical College, in South Carolina, initiated a freshman composition program utilizing computer word processing in a full-term disabled students. This guide describes the project's goals, clientele, and procedures to provide a model for preparing disabled postsecondary students for competitive employment. The first section provides background information on the project and its goals, indicating that services focus on counseling and academic advising, health and special services, a developmental learning lab/skills center, testing, and career services. The second section provides demographic data on the population served by Project Path, including gender and type of disability, age, and ethnicity by gender. The third section describes the process employed by Project Path to serve students, including individual intake and assessment, ongoing counseling, referral to appropriate services, tutoring, pre-employment skills training, and cooperative education experiences; employers, such as 1-day seminars on legal and employment issues, teleconferences on disability issues, one-on-one conferencing with the project path employment marketing coordinator, worksite visits, and resource materials; faculty members, including in-service seminars and resource materials for modifying instruction for disabled students; and cooperating agencies, primarily through group presentations to establish connections with the agencies. The final section focuses on marketing strategies employed by the project, such as collaboration with on-campus offices, presenting Project Path to supportive community agencies, disseminating information to students through classroom presentations, holding new student orientation sessions, and designing print and video marketing materials. (TGI)

ED 388 367   JC 950 554

Kane, Karen R.; Del George, Eve
Employer Resource Manual. Project Path.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 51p.; For a description of Project Path, see JC 950 553.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Community Colleges; Community Resources; *Disabilities; Disability Discrimination; *Educational Resources; Employer Attitudes; *Employment Practices; *Normalization (Disabilities); Occupational Mobility; Personnel Policy; *Supported Employment; Two Year Colleges; Vocational Adjustment
IDENTIFIERS- Americans With Disabilities Act 1990; College of Dupage IL

Project Path at Illinois' College of DuPage was established to provide pre-employment training and career counseling for disabled students. To encourage the integration of qualified individuals with disabilities into the workplace, the project compiled this resource manual for area businesses, providing tips for interacting with disabled people and names, addresses and telephone numbers of service providers. Following a brief introduction, the manual presents a glossary of terms related to disabilities, tips on changing common habits of speech that reinforce myths and stereotypes about people with disabilities, tips on communicating with deaf/hearing impaired people, suggestions for interacting with persons with visual impairments, and tips for preparing for encounters with training to other providers; (3) providers listed self-respect and a sense of oneself as a professional, and understanding of children's development as the two most important things learned from training; and (4) providers who receive training generally enter into a path of professional development that is likely to lead to accreditation. (BGC)

ED 388 385 PS 023 643

Hong, Eunsook
Preservice Elementary Teachers' Conceptions about Teaching Word Problem Solving: The Effect of Methods Instruction.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Elementary Education; Higher Education; *Instructional Development; Knowledge Base for Teaching; Mathematics Achievement; *Mathematics Instruction; Mathematics Materials; *Mathematics Teachers; Methods Courses; *Preservice Teacher Education; Teaching Methods; Teaching Skills; *Word Problems (Mathematics)
IDENTIFIERS- Lesson Structure; *Preservice Teachers

This study revealed some of the factors that influence preservice elementary teachers' instructional planning in word problem solving by examining preservice teachers' conceptions of how to teach word problem solving. Twenty-one interviews of preservice teachers were conducted before and after the mathematics methods course and the protocols were categorized into a set of constructs elicited from their statements regarding instructional planning and processes by examining similarities, differences, and changes in individual interview statements. Three general conceptions expressed by preservice teachers were instructional strategies, concerns about student ability, and past experiences. While some preservice teachers showed certain conceptual changes in their instructional planning after the methods instruction, others were consistently influenced by other factors such as their prior educational experiences. Many preservice teachers were concerned about students' prerequisite levels in instructional planning and were aware that they were not equipped with the necessary knowledge. Fewer preservice teachers mentioned incorporating their own personal experiences in instructional planning at the end of the methods course. Contains 40 references. (Author/AP)

ED 388 386 PS 023 645

Phillips, Angela
The Trouble with Boys: A Wise and Sympathetic Guide to the Risky Business of Raising Sons.
PUB DATE- 94
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; Employment; Father Attitudes; Fathers; *Males; Mother Attitudes; Mothers;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Community Coordination; *Day Care; Early Childhood Education; *Educational Change; *Educational Improvement; Human Services; Institutes (Training Programs); Partnerships in Education; Policy Formation; Preschool Education; Professional Continuing Education; *Professional Development; Professional Training; Public Policy; Social Planning; Social Problems; Staff Development; Standards; Statewide Planning; Teacher Improvement; Training Methods; Training Objectives; Young Children
IDENTIFIERS- Child and Adult Care Food Program

The Family Work Institute conducted a study in San Fernando Valley, California; Dallas, Texas; and Charlotte, North Carolina to examined the effects of Child Care Aware's Family-to-Family training program on 130 child care providers. These providers were compared to 112 regulated providers not participating in Family-to-Family training. Results show that: (1) after training, children behaved in ways demonstrating that they are more securely attached to their providers; (2) training improved the overall quality scores of sites; (3) after training, 97% of providers reported their income from child care on tax returns, compared with only 70% before training; (4) after training, providers increased their commitment to their jobs and began to seek out additional training; and (5) providers increased their involvement in family child care associations, the family child care community, and the Child and Adult Care Food program. Recommendations for those interested in child care include the following: (1) increase private and public investment in child care; (2) develop beginning, intermediate, and advanced family child care training; and (3) develop creative strategies for improving the quality of nonregulated providers. Contains 24 references and an appendix of tables.) (JW)

ED 388 406 PS 023 680

Galinsky, Ellen; And Others
The Changing Workforce. Highlights of the National Study, No. 1.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Employee Attitudes; *Employment; *Family Work Relationship; Job Satisfaction; Labor Conditions; Labor Economics; Labor Market; *Quality of Working Life; Sex Differences; Work Attitudes

This report presents results of a nationally representative longitudinal study of nearly 3,400 workers. The study investigated the work and personal/family lives of workers, particularly with respect to recent rapid changes in the economy, layoffs, and downsizing. The study was conducted through a series of hour-long phone interviews. The study design called for interviewing workers every 4 years and adding new cohorts of young workers at each data collection point. Key findings include the following: (1) workers today are more committed to themselves, and to doing their jobs well, than to their employers; (2) quality of work is more important to workers than the traditional value of money; (3) workers are more satisfied and committed when they have control over their jobs and schedules; (4) men and women do not manage differently; some groups have greater access to fringe benefits, flextime and leave policies, and dependent care

Children's Project Work," discussing how children are encouraged to use graphic languages and other media, including various visual media, to represent memories, predictions, hypotheses, and ideas; (2) "Children's Awareness of What is Valued by Adults," crediting part of the success of the Reggio Emilia preprimary classes to the children's sense of what is important to the adults in their lives; (3) "The Content of Relationships," emphasizing that relationships need content of mutual concern or interest to provide pretexts and texts for interactions; (4) "The Value of Documentation," asserting the importance of documentation of children's ideas, experiences, and efforts to the program's overall quality; and (5) "The Role of the Leader in the Quality of Education," discussing the complex role of leaders in advancing practices. (BGC)

ED 388 426 PS 023 721

Hadeed, Julie; Sylva, Kathy
Behavioural Observations as Predictors of Children's Social and Cognitive Progress in Day Care.
PUB DATE- Sep 95
NOTE- 28p.; Paper presented at the European Conference on Early Childhood Education (Paris, France, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; Child Caregivers; Child Language; Cognitive Development; *Cognitive Measurement; *Day Care; Day Care Effects; Foreign Countries; Matched Groups; Nursery Schools; *Observation; Play; Predictor Variables; Preschool Education; *Social Development; Statistics; Young Children
IDENTIFIERS- *Bahrain; Bruner (Jerome S); Mann Whitney U Test; Oxford Preschool Research Project (England); Piaget (Jean); *Time Sampling

Research in Bahrain has demonstrated that children in educationally-oriented day care centers made significantly greater gains in cognitive, social, and emotional measures than children in care-oriented centers or at home. This study provided further data and addressed the question of whether there are differences in the daily learning experiences of children who attended the centers where higher gains were found. The behaviors of children and staff in both educationally-oriented and care-oriented preschool settings in Bahrain were observed, using the time-sampling technique, Target Child Observation Manual (TCCM). A total of 2,400 1-minute observations were recorded of 120 children randomly selected from 10 preschool centers. The findings showed that children in educationally-oriented settings were more actively involved in learning, had longer concentration spans, and initiated more interaction, and staff engaged in more facilitating types of dialogue when compared with staff at care-centered settings. In care-oriented preschools children spent more time in large groups and engaged in more child-to-child speech at the expense of adult-child dialogue. (Contains 81 references.) (Author/BGC)

ED 388 427 PS 023 727

Williams, Linda
Increasing Student Interpersonal Relationships.
PUB DATE- 1 May 95
NOTE- 96p.; Master's Research Project, Saint Xavier University of Illinois.

meets the needs of all involved in the transition to school. Rites of separation were eased by a gradual introduction to school one day per week. Home visits and storytelling were crucial transitional activities. By supplying a set of materials to be used at home (playpacks), the school was offering a sense of belonging to the child and family. Each playpack has a different theme, with an emphasis on play, and examples include science, number, language activities, listening skills, drama, art, visual discrimination, sequencing and fine motor skills. The research had the following impacts on practice: (1) barriers were broken down; (2) partnerships with parents were formed; (3) children felt more settled at school; (4) quality relationships were formed; and (5) early identification of special educational needs took place. Contains 11 references.) (JW)

ED 388 446 PS 023 774

Shatz, Marilyn
A Toddler's Life: Becoming a Person.
PUB DATE- 94
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; *Child Development; Cognitive Development; Comprehension; *Developmental Stages; Individual Development; Interpersonal Competence; Interpersonal Relationship; Language Acquisition; Personality Development; Self Concept; *Toddlers
IDENTIFIERS- Identity (Psychological)

Based on intense observations of one child's development from 1 to 3 years of age, this book describes how children acquire the knowledge they need to become persons. The book has 13 chapters, divided chronologically. Topics covered include: (1) personhood and social identity, and methodological issues; (2) 15-16 months, doing a lot with a little, paralinguistic and linguistic expressions of meaning, and language learning; (3) 17-18 months starting to take account of what others can see; (4) 19-20 months, learning in a literate world, working on words, and emerging social skills; (5) 21-22 months, developing a self-concept, object labeling, and lexicon organizing; (6) 23-24 months, the struggle for independence, internal awareness, and ways of conversing; (7) 25-26 months, new ways with words, lexicon and syntactic development, and developing social-linguistic intelligence; (8) 27-28 months, inferences and talk about mental life, talk about talking, forms of talk, and talk about grammar; (9) 29-30 months, managing the social and conceptual worlds, and levels of knowledge in a 30-month-old child; (10) 31-32 months, attending to mental states and abilities, looking for causes of behavior, developing social categories, and metalanguage about reality and nonreality; (11) 33-34 months, preschool readiness and language of the emergent preschooler; (12) 35-36 months, changing social behaviors and complex language skills; and (13) how persons develop, the potential to be a person, environmental supports for the developing person, and toddlerhood in the course of development. (Contains 202 references.) (JW)

ED 388 447 PS 023 785

Wavering, Michael J., Ed.
Educating Young Adolescents: Life in the Middle.
PUB DATE- 95

the problems, as well as the strengths of rural social and educational communities. An analysis of demographic, economic, and educational trends shows that in rural areas in general, working populations are shrinking, economies are declining, and students are not competing well in college attendance and completion. For more than 85% of rural students nationwide, a college education culminating in a professional career remains out of reach. When rural economies were self-sufficient, perhaps educational opportunity did not matter as much, but today that is not the case. Over 100 students at Western Carolina University (North Carolina) were surveyed to investigate their experiences with rural life. Their responses were overwhelmingly positive, indicating a sense of home, family, community, and smallness of scale that represent the best qualities of rural life. It is curious that rural communities, which for so long have been marginalized by the dominant culture, have precisely the qualities for which the critics of American schools are now looking. For rural schools to be successful in combatting their problems, they will have to capitalize on the community and family ties that rural students rated as so important. Contains 23 references. (TD)

ED 388 464   RC 020 220

Theobald, Paul; Nachtigal, Paul
Culture, Community, and the Promise of Rural Education.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Consolidated Schools; *Educational Change; Educational History; *Educational Principles; Elementary Secondary Education; *Politics of Education; Relevance (Education); Rural Education; Rural Population; *Rural Schools; *School Community Relationship; *Social Change; Sustainable Development; Urban Education
IDENTIFIERS- Community Renewal; *Sense of Community

Traditionally, rural schools have been tightly linked to their communities, and the process of schooling has reflected local values, mores, and ways of life. However, during the early 1900s, the beginning of the Progressive era, allegiance to local ways received heavy criticism. An inherent assumption, that bigger is better, was promoted as the way schools should be. Today, this assumption continues to influence the "one best system" for educating children. The study of history and philosophy reveals that industrial tenets affecting education such as specialization, standardization, centralization, technological efficiency, reliance on experts, and the reduction of the production process to its lowest skill elements were not the product of natural evolution, but merely decisions made by people with power and an agenda for its use. Eroding quality of life in both rural and urban settings, as well as mean-spirited ideological battles over school reform, signify a rapidly deteriorating sense of community. One way to reverse this trend is for society to adopt a new set of cultural assumptions that reinvents political systems, promotes sustainability, and rebuilds both urban and rural communities. Recreating communities requires redesigning education and begins with focusing on the local context of education. Focusing on the community makes learning relevant and therefore more powerful in providing youth with an understanding of who they are and what their place is in the world. For change to

ED 388 482 RC 020 328

Cuban, Larry
How Teachers Taught: Constancy and Change in American Classrooms, 1890-1990. Second Edition. Research on Teaching Series.
PUB DATE- 93
NOTE- 383p.; Cover title incorrectly cites "1880-1990." For first edition (covering 1890-1980), see ED 383 498 (available from EDRS).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; *Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; Open Education; *Progressive Education; *Resistance to Change; Rural Education; *Teacher Behavior; *Teaching Methods; Urban Education
IDENTIFIERS- School Culture; *Teacher Centered Instruction

This second edition updates material in the first edition for another decade to 1990 and responds to criticisms of findings in the first edition. This book investigates teaching practices before, during, and after 20th-century reform efforts aimed at changing what teachers routinely do. Patterns of stability and change over a 100-year period are developed from evidence from a wide variety of sources, including classroom photographs, textbooks and tests used, student recollections, teacher reports of how they taught, and classroom observations by parents and administrators. Descriptions of teacher-centered and student-centered instructional practices, as well as possible hybrid approaches, provide a tool to help map the intricate complexity of classroom practices. Part I covering 1890-1940 consists of five chapters that describe teaching at the turn of the century, including progressive reforms of that era; provide case studies of classroom practices in New York City (New York), Denver (Colorado), and Washington, D.C. during the 1920s and 1930s; and survey teaching practices nationally during those 2 decades, particularly in rural schools. Part II summarizes case studies of informal and open education in Washington, D.C., New York City (New York), and North Dakota during 1965-75, and provides local (Arlington, Virginia) and national snapshots of classroom practices during 1975-90. Part III examines six possible explanations for continuity or change in teaching during this century and discusses implications for policymakers, practitioners, and researchers. The possible explanations are: (1) cultural beliefs about the nature of knowledge, teaching, and learning; (2) organization and practices of schooling related to socialization and sorting of students; (3) flawed implementation of instructional reforms; (4) effects of organizational structures; (5) culture of teaching, which leans toward stability; and (6) effects of teachers' knowledge and beliefs. This book contains over 400 references, photographs, and an index. (SV)

ED 388 483 RC 020 332

Nelson-Barber, Sharon; Estrin, Elise Trumbull
Culturally Responsive Mathematics and Science Education for Native Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 59p.; This document was written in collaboration with members of the Native Education Initiative of the Regional

explanations, and extremely tenacious. This research effort attempted to document and interpret if and how exposure to conceptual change instructional techniques influenced one experienced teacher's conceptions of teaching science and to better understand how educators might encourage experienced teachers to modify their science teaching as they incorporate principles of conceptual change teaching into their instruction. The study was designed to follow a school teacher as she was exposed to principles of conceptual change and as she incorporated those principles into her instruction. The Conceptions of Teaching Science (CTS) Tasks Interview was used to analyze her thoughts about science teaching and learning at the onset of the project. Qualitative research techniques were used in data collection and analysis. Topics covered in the interview analysis include students' disinterest in science, public images of scientists and the sciences, questioning and student curiosity, inaccessibility of science instruction due to unintelligibility, concrete versus abstract dimensions, hands-on science, learning environment, student-centered instruction, and the dynamic nature of science. The report also outlines the next phase of the research project. The modified CTS instrument is included. (JRH)

ED 388 500   SE 056 525

Spence, David J.; And Others
Explicit Science Reading Instruction in Grade 7: Metacognitive Awareness, Metacognitive Self-Management and Science Reading Comprehension.
PUB DATE- Apr 95
NOTE- 49p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Constructivism (Learning); *Cultural Context; Grade 7; Junior High Schools; *Metacognition; Pretesting; *Reading Comprehension; *Reading Instruction; *Science Education; Sex Differences; Textbooks

Reading science text is not simply a process of translating printed symbols into meaning; it involves the interaction of the reader's prior knowledge, beliefs, concurrent experience, and the text in a sociocultural context to construct new meaning and understanding. The purposes of this study were to: explore the associations between metacognition (awareness and self-management) and science reading comprehension; investigate the effects of teaching science reading strategies on science reading metacognitive awareness, science reading metacognitive self-management, and science reading comprehension; and explore differential effects of science reading instruction on science reading metacognitive awareness, science reading metacognitive self-management, and science reading comprehension for specific reading ability and gender groups. The investigation used a single-group pretest/posttest case study design to capture the ecological validity of an intact classroom of 27 grade 7 students and their teacher. Results indicate significant correlations between metacognitive awareness and comprehension task success and a positive association between metacognitive self-management and comprehension task success and that a differential learning effect had taken place with lower ability readers and males gaining more from the instructional treatment. The results illustrate the impact that explicit time, first-year teacher trainees in a Hong Kong college of education, of traditional college age and enrolled in both 2- and 3-year English-medium and Chinese-medium instructional programs. Some also participated in an English immersion course during their educational program. Seven participant sub-groups were identified based on program of study. The students were tested with a standardized English proficiency test on program entry, at program mid-point, and at program end. Subjects were also administered an attitude and motivation questionnaire that addressed these factors: parental encouragement; need achievement; degree of integrativeness; degree of instrumentality; attitudes toward learning English; English class anxiety; foreign language interest; ethnocentrism; attitudes toward westerners, English and cultural identity; motivational intensity; desire to learn English; and attitudes toward self, Hong Kong Chinese people, and westerners in general. Analysis of these data indicate an overall decline in both the students' English language proficiency over the period of the study and their attitudes toward English and the language learning situation. Subgroup differences were also found. (MSE)

ED 388 064 FL 023 314

Lai, Fung-kuen Eva
Teachers' Views on Ways of Improving English Language Teaching in Hong Kong.
PUB DATE- Dec 94
NOTE- 9p.; Paper presented at the Annual International Language in Education Conference (December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Size; Curriculum Design; *English (Second Language); Foreign Countries; Inservice Teacher Education; *Instructional Improvement; *Instructional Materials; Language Teachers; Questionnaires; Reading Materials; Scheduling; Second Language Instruction; *Teacher Attitudes; *Teacher Education; *Teaching Skills; Textbooks; Time Factors (Learning)
IDENTIFIERS- Hong Kong

A study investigated the attitudes of Hong Kong English-as-a-Second-Language teachers concerning English language teaching problems in that context. The study was prompted by perceptions of declining interest in use of English, less frequent requirement of English skills for employment, increased use of colloquial Cantonese in social contexts, and difficulties with English instruction in the schools, particularly at the secondary level. Based on a discussion with ten teachers, a 26-item questionnaire was developed and administered to 79 teachers. Results revealed attitudinal patterns in three areas: resources; curriculum; and teacher competence. In the area of instructional resources, a majority of respondents felt that class sizes needed to be reduced and that the Hong Kong education authorities should provide additional supplementary teaching aids, information exchange, and in-service teacher training. Most respondents wanted a more flexible curriculum, textbooks geared to student level, and more classroom recreational reading materials to increase exposure to English. Respondents also felt that English teacher instructional skills are seriously deficient and should be improved. A majority felt that English should be used all the time for classroom interaction, but also that class time devoted to English should

"Criteria for Selecting Video Materials" (Paul Arcario); (8) "An Overview of Currently Available ESL/EFL Video Materials" (Peter Thomas with Dean Brodkey and Chuck Passentino); (9) "Notes from an Olde-Tyme Producer of Language Videotapes" (Elliot S. Glass); (10) "Factors Affecting the Production of Video for Language Teaching and Learning" (Joe Hambrook). Appendixes include a glossary of video terms and acronyms, organizational resources, and bibliography. (Contains eight pages of references.) (NAV)

ED 388 083 FL 023 334

Parsons, Adelaide, Ed.
The EFL/ESL Job Search Handbook.
PUB DATE- Jan 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Planning; Employment Qualifications; *English (Second Language); Foreign Countries; Job Applicants; *Job Search Methods; *Job Skills; Labor Market; *Language Teachers; Occupational Information; *Professional Development; *Second Language Instruction; Teacher Qualifications

This handbook offers step-by-step advice to teachers of English as a Foreign Language (EFL) and English as a Second Language (ESL) for job searchers entering the job market and finding and accepting a job in the field. The goal is to find a job that matches the searcher's interests, skills, goals, and preparation with those of the employer. Topics include analysis of interests and skills, strategies for the job search, writing the resume and cover letter, the job interview, accepting the job, and suggestions for the first year on the job. Special discussions are included for those wishing to teach outside the United States and for Americans returning from overseas. Appendixes include an article on re-entering the U.S. job market by John Avery, description of desired characteristics of the ESL professional, and two brief papers on qualifications and opportunities for graduates. (Contains six references.) (NAV)

ED 388 084 FL 023 335

Dicker, Susan J.; And Others
Official English? No! TESOL's Recommendations for Countering the Official English Movement in the U.S.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *English; *English Only Movement; *Language Standardization; Monolingualism; National Norms; *Official Languages; Professional Development
IDENTIFIERS- United States

This manual was written to encourage and aid Teachers of English to Speakers of Other Languages (TESOL) and their affiliates to respond to the official English movement that is currently raging in the United States. It includes a copy of the 1987 "TESOL Resolution on Language Rights." Specific articles include: (1) "A Brief History of Language Restrictionism in the

Southeast Asian Ministers of Education Organization Regional Language Centre Seminar (30th, Singapore, April 17-19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Standards; *Chinese; Communication Problems; Comparative Analysis; *Cultural Context; Cultural Pluralism; Cultural Traits; Culture Conflict; Discourse Analysis; Disease Control; *English (Second Language); English for Special Purposes; Foreign Countries; Health Promotion; Intercultural Communication; Language Research; *Language Role; Language Usage; Persuasive Discourse; *Public Health; Sociocultural Patterns; Student Attitudes; Television
IDENTIFIERS- *Hong Kong; Public Service Campaigns

A study explored the issues of cultural identity and interaction in public health discourse concerning Acquired Immune Deficiency Syndrome (AIDS) in Hong Kong's multilingual, multicultural social context. Twenty public service announcements (PSAs) concerning AIDS awareness televised in both English and Cantonese in Hong Kong from 1987 to 1994 were analyzed for the ways in which they construct norms of behavior for various groups represented in the ads and thereby prescribe norms of interpretation for viewers, norms that vary subtly between English and Cantonese versions. The study then expands on this analysis through analysis of the responses of local Cantonese-speaking college students to the PSAs. This was accomplished in an English for Professional Communication class activity simulating media focus groups whose task was to evaluate government-produced PSAs and suggest a campaign of their own. Excerpts of transcripts of the student interactions are included. Implications for classroom communication are discussed. Contains 45 references. (MSE)

ED 388 105 FL 023 381

Sadtono, Eugenius
The Standardization of Teacher Trainees in EFL Countries.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the International Conference on Language in Development: The Stakeholders' Perspectives (2nd, Denpasar, Bali, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Elementary School Teachers; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Proficiency; *Language Teachers; Language Tests; Secondary School Teachers; Second Language Instruction; Standardized Tests; Standards; *Teacher Certification; Teacher Education; *Teacher Qualifications

It is proposed that non-native teachers of English as a Foreign Language (EFL) in non-English-speaking developing countries receive certification of English language proficiency, despite the fact that they are graduates of teacher education programs. Such certification would be entrusted to an independent body, such as a national language testing center, which would produce and administer a standardized test, and would establish the norms and operational definitions of each proficiency level (i.e., beginning, intermediate, advanced). The test would be administered to graduating students at the beginning of their

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Decision Making; Educational Attitudes; Higher Education; *Independent Study; *Influences; Medical Education; *Medical Students; Peer Relationship; Student Attitudes
IDENTIFIERS- University of Illinois Chicago

This study sought to discover the factors that influenced the selection and organization of learning experiences by medical students engaged in designing individualized curricula. Ten students of the Independent Study Program (ISP) of the College of Medicine at Chicago-University of Illinois participated in the study. Data were collected through in-depth interviews and ISP application forms. The results indicated that outside information on educational conditions played an important part in helping ISP students determine their learning environment. Some of the information was unsolicited and obtained through well-established student networks. Students also actively pursued information about educational conditions to guide their curricular decisions. Although such information came from a variety of sources, ISP students tended to rely most heavily on trusted peers. (MDM)

ED 388 125 HE 028 665

Dutt, Karen M.; And Others
Teaching Educational Psychology Using Primary Sources: What Do the Students Say?
PUB DATE- 14 Oct 94
NOTE- 19p.; Paper presented at the Annual Conference of the Midwestern Educational Research Association (Chicago, IL, October 14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Course Evaluation; Educational Attitudes; Educational Psychology; Education Courses; Higher Education; *Primary Sources; *Reading Assignments; *Student Attitudes; Teaching Methods; *Textbooks

This study sought to compare undergraduate's perceptions of and attitudes toward an educational psychology course in which two distinct types of course readings were used, namely an education psychology textbook versus primary sources. A total of 15 students were enrolled in the course during the fall semester and used the textbooks (Anita Woolfolk's "Educational Psychology" and "Readings and Cases in Educational Psychology") while 23 students were enrolled in the course during the spring semester and used primary source readings ("For the Children: Lessons from a Visionary Principal" (Cartright); "Approaches to Teaching" (Fenstermacher); "Among Schoolchildren" (Kidder); "In There with the Kids" (Kobrin); "Perspectives on Learning" (Phillips); "Horace's School (Sizer); and "Getting Down to Cases" (Wasserman)). At the end of each semester students responded to a questionnaire and were interviewed about the course readings. The results indicated that students whose assigned readings came from the textbook were less satisfied with the course readings than those students who were assigned primary source readings. Students assigned the textbook readings also described the readings as too simple. Students using the textbook felt that the author provided a narrow perspective on the issues discussed, whereas students using the as the ratio of applicants accepted to applicants matriculated, the age of students by gender and degree; (3) personnel compensation, including administrator and faculty compensation by institution size, denomination, and type of school; (4) finances, including tuition, overall revenue structure, and scholarship aid; and (5) development, including source and purposes of gifts. Appendixes contain information on denominational codes and table organization. (JB)

ED 388 145 HE 028 688

Wessel, Roger D.
Profiles of Private, Four-Year College and University Presidents in the United States.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Biographical Inventories; Church Related Colleges; *College Presidents; Higher Education; Institutional Characteristics; National Surveys; *Private Colleges; Profiles

This study focused on profiles of private, four-year college and university presidents in the United States. A stratified random sample of 291 presidents was drawn for the study from a total pool of 873. In January and March, 1991 a pilot-tested survey instrument was mailed and 276 responses were received. The "typical" president was found to be a Caucasian male who began the presidency at age 47, had served for 8 years, and was presently age 55. He was married, a Protestant, and had earned a doctoral degree from a private college or university in the field of education. The data were stratified by type of institutional control and Carnegie classifications which revealed statistically significant differences among different types of institutions. For instance, presidents of Protestant colleges were more likely to be male, married, Protestant, and to have attended a public university for their highest earned degrees. They were more likely to be African American than were presidents of other types of institutions. Presidents of Catholic institution had a greater probability of being older, female, single, and were older at appointment. Presidents from doctorate-granting institutions tended to be older, male, Caucasian, and older at appointment. (Contains 25 references and 5 tables.) (JB)

ED 388 146 HE 028 689

Jones, Dennis P.
Strategic Budgeting: The Board's Role in Public Colleges and Universities. AGB Occasional Paper Series. AGB Occasional Paper No. 28.
PUB DATE- 95
NOTE- 22p.; Publication was supported by a grant from the Robert W. Woodruff foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Educational Finance; Governing Boards; Higher Education; Long Range Planning; *Public Colleges; *Strategic Planning

This paper prescribes a significant change in the budgeting practices of most public colleges and universities by urging an

This book applies the "Principles of Good Practice for Assessing Student Learning" developed by the American Association for Higher Education (AAHE) to 82 case examples of assessment strategies being implemented at American institutions of higher education. Part 1 presents 10 chapters each covering one of the nine AAHE principles (and an additional principle proposed by the authors). Each of these chapters begins with a statement of the principle, followed by discussion of the underlying assumptions and rationale for the principle, then provides illustrations of the principle in action in the various cases presented later in the book. Part 2 presents the 82 full cases of assessment practice, originally obtained from a national survey of 375 institutions with representatives attending a recent conference on assessment. Cases are presented in the words of faculty, student affairs professionals, and campus assessment administrators who developed the procedures. They are grouped into six sections: (1) "Assessing Student Achievement in the Major"; (2) "Assessing Student Achievement in General Education"; (3) "Assessing Student Development and Progress"; (4) "Assessment at the Classroom Level"; (5) "Faculty Development to Promote Assessment"; and (6) "Developing a Campuswide Approach to the Assessment of Institutional Effectiveness." (DB)

ED 388 164 HE 028 707

Hammang, John M.; Sweeney, Robert M.
Report of the States.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Cost Effectiveness; *Educational Policy; *Educational Trends; Enrollment; Higher Education; National Surveys; Opinions; Public Colleges; Retrenchment; School Holding Power; State Aid; State Colleges; State Universities; Technology; *Trend Analysis; Tuition; Universities
IDENTIFIERS- *American Association of State Colleges and Univs

This report provides an overview of current trends and opinions in public higher education. State representatives of the American Association of State Colleges and Universities were surveyed regarding opinions held by key institutions and individuals influencing public higher education at the state level. Top issues identified by policymakers and administrators surveyed were accountability and other aspects of providing cost-effective education. Overall, the year was seen as the most stable since the late 1980s although shortfalls in state appropriations are affecting access issues, program issues, and faculty recruitment. An executive summary summarizes findings concerning the issues survey, the fiscal status of the states, enrollment, student charges, state-funded aid, accountability, the National Retention Project (a survey of graduation rates), and a technology survey. Following the executive summary and an introductory chapter, individual chapters provide more detail on the topics listed in the executive summary. A total of 28 tables and 18 graphs present the data in a variety of ways. (Contains 42 reference notes.) (DB)

ED 388 165 HE 028 708

Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education.

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Activism; Educational Trends; *Feminism; Higher Education; Political Influences; Political Issues; Political Power; *Politics of Education; *Scholarly Journals; Scholarship; Social Action
IDENTIFIERS- Feminist Criticism; *Feminist Press; *Feminist Scholarship

This book presents a study of three major American, university-based feminist journals and through them the themes of politics and scholarship in the feminist production of knowledge. The study used "Signs: a Journal of Women in Culture and Society" (University of Chicago Press), "Feminist Studies" (based at the University of Maryland), and "Frontiers: A Journal of Women's Studies" (housed at the University of Colorado at Boulder). Through examination of these journals and their publication history the study looks at how it has been possible for feminists to challenge, critique, and transform higher education institutions even as they use those institutions as a resource. The investigation had two concerns: the internal dynamics of the journal and the external dynamics of the relationship of the journals to the wider women's movement and the university, particularly as these dynamics intersected or clashed. The study describes the relationship of scholarly rigor and political relevance and illuminates the fundamental tensions that divide feminist and traditional scholarship. In addition the research analyzed the journals' use of academic and community forms, conventions, and structures. Finally, the study conducted a cultural analysis of particular controversies in which specific meanings and contours of feminist discourse were contested or promoted through the journals. An appendix lists 32 feminist journals published in the United States. (Contains 65 references.) (JB)

ED 388 184   HE 028 727

Ehrlich, Thomas; Frey, Juliet
The Courage To Inquire: Ideals and Realities in Higher Education.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; College Athletics; College Faculty; College Instruction; College Planning; *College Presidents; *College Role; Community Services; Educational Quality; Excellence in Education; *Higher Education; *Inquiry; Leadership; Research; School Community Relationship; Teaching (Occupation); Tenure

This book is a behind-the-scenes look at American higher education from the perspective of a former college president (of Indiana University) that delineates and analyzes key issues currently debated in higher education regarding the relationship between research, teaching, and service. Chapter 1, "Lessons Learned," profiles five most significant mentors and teachers who taught that one person, even in a large institution, by helping others who help others in their turn, can make a lasting contribution. Chapter 2, "Great Teachers and Teaching," examines what makes a great teacher, describes seven key qualities, argues for the importance of creative intellectual connections, discusses teaching and general education, and explores teaching values. Chapter 3, "Research is Not a Dirty Word," explores the nature of research and its

Administration Education

This study examined the perceptions of Master of Public Administration (MPA) graduates about public administration curriculum and their political acuity. Using data from a national survey on MPA graduate attitudes, it focused on the perceptions of 1,428 MPA graduates who were state administrators, 351 state administrators with bachelor of arts (BA) degrees in public administration, 332 state administrators who held certified public manager certificates, and 3,869 administrators without an administrative degree or training. The study found that respondents holding an MPA or higher degree rated organizational behavior and interpersonal relations, knowledge of political institutions, program evaluation, and policy analysis as more important than did respondents with a BA degree. Respondents with less that an MPA degree rated personnel management and public relations as more important than did respondents with an MPA degree. An appendix provides a copy of the survey questionnaire. (Contains 26 references.) (MDM)

ED 388 204 HE 028 748

Osborne, Cassie, Jr.; And Others
Management Training and Public Service Education as Correlates of Orientations toward Public Service Professionalism among State Administrators in the Fifty States.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 28 Feb 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Age Differences; Educational Attainment; *Educational Background; Higher Education; National Surveys; *Political Attitudes; Professional Occupations; *Public Administration; Socialization; Values
IDENTIFIERS- *Professionalism

This study examined the influence of education, agency culture, and demographic attributes on the level of professional socialization of state administrators, using data from a national survey of 5,980 state administrators. It found a positive relationship between the educational attainment of state administrators and their orientations toward service professionalism. Analysis suggested that the level of professionalism was dependent, for the most part, on the political acuity level. The degree of supervisor encouragement for training positively impacted political acuity, but had no discernable impact on professionalism. Younger administrators were found to be less politically acute than older administrators. Professionalism level was found to have a significant impact on public service values such as organizational democracy, pluralistic polity, politicized merit system, and service to clientele. Two appendixes provide copies of the administrator questionnaire and the data code book. (Contains approximately 285 references.) (MDM)

ED 388 205 HE 028 749

Sloper, David, Ed.; Le, Thac Can, Ed.
Higher Education in Vietnam: Change and Response.
PUB DATE- 95
NOTE- 238p.
LANGUAGE- English

NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; Computer Uses in Education; *Cooperative Learning; Foreign Countries; Grouping (Instructional Purposes); *Japanese; Knowledge Representation; *Native Language Instruction; Student Writing Models

The design and development of GRACILE, a collaborative learning environment in the domain of Japanese language patterns and expressions, is described. The environment is designed to allow learning goals communication, learning activities negotiation, and collaboration between learners. From a group of student models, a potential development level is represented for each learner, representing the knowledge the learner can reach with the assistance of more experienced peers or a teacher. The student model represents the learner's actual development level, by a set of patterns and expressions which appear in correct sentences constructed by the learner, without any help from the system or other colleagues. GRACILE cooperates with each learner, generating the respective student's knowledge frontier, which is defined with respect to the knowledge of other learners and the more complex language patterns which the system believes have already been internalized by the student. The environment provides the learners with a toolbox for dialogue construction, including dictionaries. A set of dialogue agents, whose capabilities are the construction and appropriate use of language patterns and expressions in different dialogue situations, may also be requested for help. During sentence construction, learners can be assisted by other learners. The "Learners Performance Communication" module allows the student free access to open models which represent the group members' actual development level, thereby allowing the learner to locate their own level in relation with the others', and encouraging the learner to realize who can help him/her or who can be helped. It is believed that GRACILE will help Japanese language students develop reading and writing skills faster, allowing them to become more productive at communicating. (Contains 16 references.) (MAS)

ED 388 223 IR 017 372

Barker, Philip; Bartolome, Antonio
Hypermedia for Teaching--A European Collaborative Venture.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Development; *Educational Media; Foreign Countries; *Hypermedia; Microcomputers; Optical Data Disks; *Regional Cooperation
IDENTIFIERS- Europe; Multimedia Technology; Prototypes

IDENTIFIERS- *Client Server Computing Systems; World Wide Web

This paper presents HOED, a distributed hypermedia client-server system for educational resources. The aim of HOED is to provide a library facility for hyperdocuments that is accessible via the world wide web. Its main application domain is education. The HOED database not only holds the educational resources themselves, but also data describing characteristics of these resources. Distinctive features of the HOED server are the separation of data regarding content (nodes) and structure (links), and use of a database management system (DBMS) rather than files for data management. The use of the HOED infrastructure for the development of private study modules on basic computer science topics and for reuse of courseware components is explained. Finally, HOED is briefly compared to related research. (Contains 11 references.) (Author)

ED 388 241 IR 017 390

Eldred, John
Distance Management Education: Process and Evaluation of Course Design, Manager Support and Media.
PUB DATE- 94
NOTE- 8p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Course Evaluation; *Course Organization; *Distance Education; Foreign Countries; Higher Education; Hypermedia; Instructional Design; *Management Development; Multimedia Instruction

This paper examines some of the key issues arising from the delivery of a management development course by distance education using traditional, multimedia, and computer-based approaches. The research explores some of the critical decisions that need to be taken by educators involved in developing distance education, computer-based training, multimedia, and hypermedia. The discussion focuses on the particular challenge of course development using these media where the course is fully or part distance or open learning in its form or method of delivery. Three key issues are examined: (1) What are the educational design issues that need to be addressed when developing distance education packages for the junior and middle manager? (2) How can we improve the way in which we use computers, electronic mail, and networks for communication and student support? and (3) What are the issues associated with the integration of multimedia and hypermedia systems into distance education for the middle manager? The paper concludes by critically examining specific futures that are advanced by different groups of educational and training professionals. (Author)

ED 388 242 IR 017 391

Ellis, A.; Debreceny, R. S.
Electronic Classroom: Features, Users and Evaluation Studies.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.

IDENTIFIERS- *Collaborative Learning; *Learning Environment; LISP Programming Language

This paper discusses a computerized learning environment called TurtleGraph that is designed and developed to support collaborative problem solving. Within the learning environment, learners are requested to write computer programs to generate geometric figures. The instructional focus of the system is to enhance the learner's List Processor (LISP) recursive programming skill by making strategic thinking more explicit, inducing reflection through reciprocal evaluation and criticism, and fostering an active role of learning through collaboration. A conversational model is formulated to address the role of knowledge in the collaborative problem solving process, and the design of the system is mainly guided by the theoretical model. In addition to the model, several instructional design principles are also incorporated to make the learning environment more educationally effective and efficient. (Contains 17 references.) (Author)

ED 388 260 IR 017 409

Jones, Mark K.; And Others
A Re-Usable Algorithm for Teaching Procedural Skills.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; *Authoring Aids (Programming); *Computer Assisted Instruction; Computer Software Development; Instructional Design; Simulated Environment; Situational Tests; *Teaching Skills
IDENTIFIERS- Prototypes

The design of a re-usable instructional algorithm for computer based instruction (CBI) is described. The prototype is implemented on IBM PC compatibles running the Windows(TM) graphical environment, using the prototyping tool ToolBook(TM). The algorithm is designed to reduce development and life cycle costs for CBI by providing an authoring environment suited for subject matter experts who do not have instructional skills, and by supporting rapid prototyping. The strategy and tactics are predefined; the instructional developer need only describe the desired performance and the environment of the performance. The specific algorithm described implements a simulation-based reactive environment for learning and practicing device operation skills. Examples would include the operation of many electronic or mechanical devices. The reaction approximates the effects the learner's action would cause in the real environment. The realistic reaction may be augmented by explicit instructional guidance and feedback that would not occur outside the instructional setting. The algorithm begins with a media presentation, then continues with a short tutorial designed to both introduce the procedure and to acquaint the student with some of the learner control capabilities. After the tutorial, the heart of the instruction commences, organized around a set of performances: a demonstration, three levels of practice, and a self-check. Analysis and resource preparation are discussed as two authoring activities. The approach to designing and implementing the algorithm is general, and should

An examination of Dutch research on legal case solving revealed that few law students get systematic instruction or testing in the technique of legal problem solving. The research being conducted at the Department of Computer Science and Law at the University of Amsterdam focuses on identifying the different functions in legal reasoning tasks in order to develop computational models which realize these functions. The major assumptions of the theory are: (1) in artificial legal reasoning, a separation should be made between reasoning about events in the world and reasoning about legal consequences; and (2) the "real" legal reasoning (when no reasoning about the world is conceived) should be viewed as a process of rule application and conflict resolution, rather than drawing logical inferences. The consequences of these assumptions for knowledge representation are, that in representing regulation knowledge, knowledge about the actions, agents, and objects should be separated from the representation of the regulation. In an intelligent tutoring system (ITS), the system and the student perform the task simultaneously; the way the system reasons has to be functional for educational purposes. The domain under study is administrative procedural law. The main educational goal of a student solving a case is to learn to handle the theoretical concepts in a specific field of law, to learn to find and apply the specific body of norms, to learn to plan the courses of action and to learn to construct a solution which is legally correct. A conceptual model of assessment, a typical task in the domain of law, is under development as part of the library of interpretation models; an interpretation model is an abstract conceptual model of a set of problem solving methods in terms of inference steps. The model can be used in the process of acquiring knowledge for building artificial legal problem solvers. (AEF)

ED 388 279 IR 017 428

O'Neill, D. Kevin; Gomez, Louis M.
The Collaboratory Notebook: A Networked Knowledge-Building Environment for Project Learning.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Software Development; *Cooperative Learning; *Courseware; Educational Technology; High Schools; Hypermedia; *Inquiry; *Learner Controlled Instruction; Multimedia Materials; *Science Education; Secondary Education; Student Projects; Telecommunications
IDENTIFIERS- Links (Indexing); Virtual Libraries

The Collaboratory Notebook, developed as part of the Learning Through Collaborative Visualization Project (CoVis), is a networked, multimedia knowledge-building environment which has been designed to help students, teachers and scientists share inquiry over the boundaries of time and space. CoVis is an attempt to change the way that science is taught and learned in high schools through the use of high-performance computing and communications technologies for classroom research projects. Project-enhanced science learning represents a transition from of the student are used by the system to construct a small mapped hypertext which can then be explored by the student. The HAN system combines hypermedia material for the autnoring and tutorial interface provided by Apple's HyperCard with a core semantic network management system implemented in Logic Programming Associates' MacProlog. These systems communicate via Apple's Apple Event interface. Following an evaluation of the use of this system to teach second-year students of architecture at University of Sheffield (England), the authoring and inference aspects of the system were substantially improved. The system is now being extended to demonstrate the support of some aspects of cognitive science and psychology. The HAN system integrates artificial intelligence and flexible learning techniques in a dual-platform experiment with hypertext and semantic network architectures. (AEF)

ED 388 296 IR 017 445

Soclof, Michal S.; Pao, Yoh-Han
Combining Associative Memory and Multimedia Technology for Training Patternmakers.
PUB DATE- 94
NOTE- 8p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; *Associative Learning; *Computer Assisted Instruction; Computer System Design; Geometric Concepts; Metal Working; Multimedia Materials; *Patternmaking; *Skill Development; Skilled Occupations; *Trade and Industrial Education; Troubleshooting
IDENTIFIERS- *Multimedia Technology

In the manufacturing industry, many complex tasks are taught through an apprenticeship program; the experience and expertise gained through years of practice is invaluable to the industry and can be lost if not properly captured and transferred. This paper reports on the design of a training system that combines the use of computer-based associative memory and multimedia functionality, with a focus on patternmaking for the metalcasting industry. The goal of the system is to provide means for helping the student learn the facts and fundamentals of the topic area, as well as to provide support in his practice of the art. The system facilitates associative recall of similar designs encountered in the past and supports troubleshooting and preemptive troubleshooting. Students are taught an important basic skill: the ability to describe designs in terms of meaningful geometric and descriptive features, and to describe the imperfections in terms of standard defect classes and causal features. These linguistically expressed features serve as the interface between the multimedia training system and the student/practitioner. (Author/AEF)

ED 388 297 IR 017 446

Suprise, S. J.; Mitchell, N. L.
Effective Use of Video in Interactive Modules.
PUB DATE- 94

Simonson, Michael R., Ed.; And Others
Encyclopedia of Distance Education Research in Iowa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Needs; *Educational Research; Higher Education; Instructional Innovation; Interactive Television; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education; *Teaching Methods
IDENTIFIERS- *Iowa

This document is a resource for information on distance education research in Iowa. The material is divided into three sections. The first section describes distance education in Iowa, the Iowa Communications Network (ICN), the Iowa Distance Education Alliance (IDEA), and the research plan underway. The second section contains a review of the literature on distance education, including the definition, history and theory of distance education, research, operational issues, and a selected bibliography. In the third section, research project results are discussed. Highlights include teacher training and the effects of technology, interactive television, assessing learning needs and course performance, music, foreign language, and science instruction using telecommunications technology, teacher development, use of the ICN for secondary agriculture programs and instrumental music instruction, demographics and innovation of the community college, student and teacher perceptions of effective instructional methods, and teacher attitudes. (AEF)

ED 388 315 IR 017 498

Herring, Mary, Ed.; And Others
Interactive Television Preservice Teacher Education Innovative Applications: A Monograph.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Computer Uses in Education; *Distance Education; *Educational Innovation; *Interactive Video; Pilot Projects; *Preservice Teacher Education; Teaching Methods; Telecommunications
IDENTIFIERS- *Iowa

In Iowa, the practice of two-way interactive full motion video instruction is embodied in the use of the Iowa Communication Network (ICN). To facilitate innovative practices in distance education, the preservice component of the Iowa Distance Education Alliance's (IDEA) Teacher Education Alliance provided support for pilot projects which had the following goals: (1) support of Iowa teacher educators in innovative use of the ICN for distance education; (2) creation of activities that expand and enhance teacher education experiences; and (3) contribute to the distance education knowledge base. A workshop was conducted over the ICN to introduce a long-term science, mathematics, and technology education reform initiative.

DESCRIPTORS- *Community Colleges; Curriculum Design; Educational Attainment; Educational Strategies; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Science Programs; *Technical Education; *Technical Institutes; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Texas State Technical College

In response to concerns of unnecessary duplication in programs offered by Texas community/junior colleges and the Texas State Technical College (TSTC) system, TSTC conducted a two-phase study to examine curricula, enrollments, and outcomes for both systems. The first phase described differences in technical program curricula and graduate percent yield (GPY) at the systems, while the second phase focused specifically on differences in the physical, biological, and social science program clusters to test the validity of phase I findings. Data were obtained from published reports and official documents of the Texas Higher Education Coordinating Board for the 1990-91 school year and the 1990 federal fiscal year. Phase II findings included the following: (1) the significant difference in curricula found in phase I for TSTC and state community/junior colleges was supported in phase II, with TSTC curricula emphasizing physical science-based technologies (e.g., aerospace, electronics, and energy/environmental) and community colleges emphasizing social science-based technologies (e.g., marketing, office skills, and criminal justice); (2) community colleges had the highest GPY in biological science-based programs particularly the medical/health care technologies, supporting the finding from phase I that coherent programs of study increase students' chances of graduating; (3) students attending TSTC were much more likely to complete a technical degree or certificate program than those at community colleges; and (4) the second phase also reemphasized the unique curricula design and instructional delivery system at TSTC, with students required to take more courses, complete more contact hours, and spend more time in labs at TSTC than at community colleges. The technical programs clustering methodology and data tables are appended. (TGI)

ED 388 334 JC 950 517

Booth, Connie; And Others
Iowa Community College Induction/Mentoring (CCIM) Program.
PUB DATE- May 95
NOTE- 20p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; Community Colleges; *Institutes (Training Programs); *Mentors; Participant Satisfaction; *Seminars; Summative Evaluation; *Teacher Education Programs; Teacher Evaluation; Teacher Workshops; *Teaching Skills; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- Iowa State University

To help ensure that new vocational faculty receive adequate training to teach an increasingly wide range of nontraditional students, Iowa State University (ISU) established the Community College Induction/Mentoring (CCIM) program in 1992. Over 2 writing workshop format. The program includes 12 to 16 sections of English 101 taught in classrooms containing 22 networked computers, while software consists of WordPerfect 5.1 and an electronic dictionary. The program was based on the need to incorporate viable technical skills into humanities instruction and ensure that students graduate with written communication skills. Other aspects of the program include the following: (1) every student in every degree program must take the course, receiving a minimum of 45 hours of experience writing on a computer under tutorial supervision; (2) every student receives individualized instruction focusing upon his or her unique strengths and weaknesses; (3) every student is engaged in the continuous process of revision, thus generating better quality writing; (4) the teacher is able to read and comment upon each essay several times; (5) since students prepare and submit assignments on a continuous basis, individual learning paces are possible; (6) the teachers spend very little time talking about writing, and students spend almost all their time actually writing; and (7) instruction can also be included in information access/use and writing skills required by the job-search process. While this approach is a departure from traditional pedagogy, the computer facilitates students' creative thought process, while the program addresses students' tangible and educational needs. (KP)

ED 388 351 JC 950 536

Cohen, Arthur M.
Projecting the Future of Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Change; *Educational Finance; Educational Supply; *Educational Trends; Enrollment Trends; Futures (of Society); Governance; *Government School Relationship; Institutional Characteristics; *Institutional Mission; State Regulation; *Trend Analysis; Two Year Colleges
IDENTIFIERS- ERIC Digests

Projecting the future for U.S. community colleges into the early 21st century involves projecting the future for the United States in general. Based on trend data, it can be expected that the number of community colleges will not change, except to the extent that public universities organize additional two-year branch campuses or community colleges upgrade satellite centers to full campus status. Their mission will not change either, as their role in career, collegiate, developmental, and continuing education has become well accepted by the public and by state-level coordinating and funding agencies. Increases in community college enrollments will cause the number of associate degrees awarded to increase at a faster rate than currently as strengthened matriculation and attendance requirements reduce the percentage of casual attendees. These increases will also result in a slow increase in the number of faculty, although the ratio of part- to full-time faculty will remain stable at 40 to 60. In terms of governance, the trend toward greater state-level coordination will continue at a relatively slow pace. Finally, because capital funds will be in short supply and states will be unlikely to increase allocations to wheelchair users. Next, a fact sheet is provided on Americans with Disabilities Act (ADA) requirements from the U.S. Department of Justice Civil Rights Division. Also, information related to appropriate interview questions for disabled job candidates and writing non-discriminatory job descriptions and advertisements is presented. The bulk of the manual consists of telephone numbers and/or addresses of resource agencies, including Illinois and national government agencies dealing with ADA, disabilities, and access; national advocacy groups; groups dealing with specific disabilities; organizations providing assistive technology training and consulting; groups providing materials, services, and publications; transportation service organizations; job training centers in Illinois; agencies offering job placement or other services to employers; and educational institutions with employment services for people with disabilities. (TGI)

ED 388 368   JC 950 555

Raby, Rosalind Latiner
Internationalizing the Curriculum: Ideals vs. Reality.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (19th, San Jose, CA, February 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Community Colleges; Cultural Awareness; *Cultural Literacy; *Curriculum Development; Curriculum Enrichment; *Educational Change; Faculty Development; *Intercultural Programs; *International Education; *International Studies; Multicultural Education; Two Year Colleges

International literacy is a crucial element for institutions of higher education, and especially for community colleges since they educate more than half of the adults in the United States, many of whom do not transfer to four-year universities. The best method for helping students achieve international literacy is through internationalizing the curriculum, or revising classes, programs, and general education requirements to include cultural and global concepts and theories of interrelationship. Three primary means by which the process of internationalization affects educational reform at community colleges are through general education reform, including content changes that include non-Western themes and revisions of the institution's mission and policy statements; faculty and administration rejuvenation, occurring through faculty exchanges and participation in international development programs and relying on active support by faculty and administrators; and diversifying the student body. Despite efforts for reform, progress has been slow, with only 14% of California community colleges having established international curriculum programs as of 1993. Many faculty and administrators remain opposed to the reforms. Also, due to economic constraints, new programs can be jeopardized and conflicts can arise among disciplines or departments. One solution may lie in merging international and multicultural programs/courses to coordinate these two programs' similar goals and activities. A list of internationalized classes at California community colleges in 1993-94 is included. Contains eight references. (TGI)

Parent Attitudes; *Parent Child Relationship; Parent Influence; Parenting Skills; Parents as Teachers; Peer Influence; *Power Structure; Sex Bias; *Sex Role; Sex Stereotypes; *Socialization; Social Problems

Written for parents, this book discusses the socialization of boys into men. The book takes the perspective that socialization should not lead to an exclusive and rigid masculinization. The books is divided into 5 sections, discussing: (1) the need for power as it affects boys and men; (2) the development of boys and the unseen messages provided by society during this development; (3) the mother-son relationship; (4) how fathers influence sons; and (5) the power of peers. Section 1 talks about the negative emotional and social consequences faced by males as they seek power. Section 2 discusses perspectives on socialization. Section 3 discusses the influence mothers have, and are apt to lose, on sons. Section 4 discusses the effects on boys of good, bad, and absent parenting on the part of fathers. Section 5 discusses the hierarchical structure of boys' peer groups and its effects on boys' social relations. (Contains 64 references.) (JW)

ED 388 387 PS 023 646

Stief, Elizabeth A., Ed.
Children: Problems and Solutions.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Development; Child Neglect; Child Rearing; *Child Welfare; Family Environment; *Family Financial Resources; Federal Government; *Federal Programs; Health Services; Perception; Poverty; Public Policy; State Government; *State Programs; *Young Children
IDENTIFIERS- *National Governors Association

A product of a year-long Governors' Campaign for Children initiative of the National Governors' Association (NGA), this report uses examples from several states in the NGA to describe the state of children and their needs. The Governors' Campaign for Children has sought to: (1) increase public awareness of the needs of young children; (2) simplify and improve federal and state programs to once again focus on the needs of children and their families; and (3) help communities better respond to the needs of young children. One in four children below age 6 lives in poverty. Children living in poverty are at greater risk for health and developmental problems throughout childhood. They are more likely to go hungry; to have inadequate clothing, shelter, and medical care; to be born at low birthweight; to be abused or neglected; to drop out of school; and to be involved in criminal or delinquent activities. Each chapter reflects the initiatives of a particular state involved in the NGA. The following issues are addressed in the chapters: (1) "Child Poverty"; (2) "Adolescent Pregnancy"; (3) "Child Abuse and Neglect"; (4) "Foster Care"; (5) "Absent Fathers"; (6) "Parent Support"; (7) "Working Families"; (8) "Child Care"; (9) "School Readiness"; (10) "Preschool Participation"; (11) "Family Literacy"; (12) "Infant Mortality"; (13) "Lead Poisoning"; (14) "Prenatal Care"; (15) "Childhood Immunizations"; (16) "Health Care Coverage"; (17) "Children and Violence"; and (18) "Public Apathy". A list of program contacts is included. (BGC) assistance than others; (6) workers are protective of personal and family life; (7) women spend more time away from work due to their greater responsibility for children; and (8) childcare can be problematic for employed parents and can have far-reaching effects. (JW)

ED 388 407 PS 023 682

Friedman, Dana E., Ed.; And Others
Parental Leave and Productivity. Current Research.
PUB DATE- 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Economic Factors; *Employed Parents; *Employment; Family Work Relationship; Fringe Benefits; Labor Economics; Parents; Policy Formation
IDENTIFIERS- *Parental Leave

This report consists of papers, commissioned by the Family Work Institute, by expert policy makers in the area of parental leave. The report consists of eight papers: (1) "The Impact of Childbearing on Employment" (James T. Bond); (2) "Fathers and Parental Leave: A Perspective" (Joseph H. Pleck); (3) Parental Leave and Productivity: The Supervisor's View" (Graham L. Staines and Ellen Galinsky); (4) "Turnover and Return on Investment Models for Family Leave" (J. Douglas Phillips and Barbara Reisman); (5) "The True Cost of Parental Leave: 'The Parental Leave Cost Model'" (Rebecca Marra and Judith Lindner); (6) "A Short History of Parental Leave Laws" (Michele Lord); (7) "Paid Temporary Disability Leave" (Meryl Frank); and (8) "Developing and Managing a Parental Leave Policy" (Margaret Meiers and Dana E. Friedman." The major purpose of the report is to consider the following: (1) how much time do new father and mother take off? (2) What is the best way to plan for a parental leave, and how does an employer ensure that the work will still get done? (3) How can a manager allow for parental leave, lessen work disruption, and guarantee that the employee will return to work after the leave? (4) What are the costs of allowing an employee to take leave versus replacing a pregnant employee? and (5) What is the most effective way to create, implement, and communicate a leave policy? Approximately 46 tables are included. Contains 33 references. (JW)

ED 388 408 PS 023 683

Howes, Carollee; And Others
The Florida Child Care Quality Improvement Study. Interim Report.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Child Care Occupations; Community Coordination; Day Care; Day Care Centers; Early Childhood Education; Educational Change; *Educational Improvement; Human Services; Partnerships in Education; Policy Formation; Preschool Education; *Public Policy; Social Planning; Social Problems; Standards; *State Legislation; *Statewide Planning; Teacher Salaries; Young Children
IDENTIFIERS- *Florida

An ongoing child care improvement study is being conducted of

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Behavior Change; Behavior Problems; *Classroom Techniques; Conflict Resolution; Cooperative Learning; Disadvantaged Youth; *Elementary School Students; Grade 4; Intermediate Grades; Interpersonal Competence; *Interpersonal Relationship; Predictor Variables; Problem Solving; Student Adjustment; *Student Attitudes; Student Behavior; Student Characteristics; Student Development; *Student Problems; Teacher Effectiveness; Teacher Student Relationship; Urban Youth
IDENTIFIERS- Character Education; Focus Groups

A program for increasing the social skills development of fourth grade students is described. The targeted population consisted of fourth grade students in a growing, low socio-economic status, urban community including a public housing development. The problems of poor social skills and disruptive behavior were documented through observations, behavior checklists, and behavior documentation sheets. Analysis of probable cause data indicated that the problems were related to: (1) a lack of positive social skills; (2) unfavorable living conditions; (3) poor home situations; (4) poor school attendance; and (5) a high mobility rate. Solution strategies consisted of implementing cooperative learning groups to teach conflict resolution skills and character education. Post intervention data indicated an increase in student interpersonal relationships. Data also showed that: (1) student collaboration improved; (2) increased empathy toward others was evident; (3) students learned to solve their problems without using violence; and (4) the number of incidents of inappropriate behavior decreased significantly. The appendices include a sample of the evaluation forms, cooperative learning lessons, character education lessons, and conflict resolution lessons. Contains 38 references. (Author/AA)

ED 388 428 PS 023 728

Fisher, Janis L.
Relationship of Intelligence Quotients to Academic Achievement in the Elementary Grades.
PUB DATE- 30 Jun 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Correlation; Educational Diagnosis; Elementary Education; Evaluation Methods; Expectation; *Intelligence Quotient; Intelligence Tests; Mathematics Achievement; *Prediction; Reading Achievement; *Scores; *Student Evaluation; Teacher Expectations of Students; Writing Achievement
IDENTIFIERS- Otis Lennon School Ability Test

This study examined the relationship between intelligence as defined by a verbal and nonverbal combined score, obtained on the Otis-Lennon School Ability Test and final grades received in the following six academic subjects: reading, math, spelling, science, English and social studies. The sample for this study consisted of 159 elementary students in grades 3-5. The elementary school from which the sample was taken is located in rural Ohio, and which educates approximately 400 students, predominately white and from varied economic backgrounds. Grades were drawn from students' files and

NOTE- 439p.; Garland Reference Library of Social Science, Volume 866. Source Books on Education, Volume 42.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; *Adolescent Development; Athletics; Cognitive Development; Curriculum Development; Developmental Stages; *Early Adolescents; Educational Environment; Educational History; Educational Philosophy; Individual Development; Intermediate Grades; Junior High Schools; *Middle Schools; School Organization; Social Development; Student Needs; *Teacher Education; Teacher Student Relationship
IDENTIFIERS- *Developmentally Appropriate Programs; Historical Background; *Middle School Students

Noting that young adolescents--around 10 to 15 years of age--undergo significant emotional, social, intellectual, and physical changes, this book serves as a reference for parents, educators, and policymakers concerned with education that meets the unique needs of the student population. The five sections of the book cover the historical and philosophical basis for education of young adolescents; the characteristics of young adolescents; the nature and preparation of teachers who work with young adolescents; administrative concerns at middle level schools; and issues of middle level curriculum. Following a brief introduction by Michael Wavering, individual chapters and authors are: (1) "Philosophy: A Guide to Middle School Program Development" (Michael James); (2) "Middle Level Education: An Historical Perspective" (Judith A. Brough); (3) "Growth and Development during the Middle School Years" (Dionne M. Walker and Cathy D. Lirgg); (4) "Early Adolescent Social Emotional Development: A Constructivist Perspective" (Rebecca S. Bowers); (5) "Cognitive Development of Young Adolescents" (Michael J. Wavering); (6) "Preparing Teachers for Middle Level Schools: Meeting the Needs of Adolescents (Rebecca Farris Mills); (7) "The Ideal Middle Level Teacher" (Mary Ann Davies); (8) "Leadership in the Middle Level School" (Beverly Reed and Charles Russell); (9) "Organization of the Middle Level School: Evolution and a Vision for Restructuring" (DeWayne A. Mason); (10) "Reshaping Core Curriculum: Getting People Ready for the World" (Jeanneine P. Jones); (11) "Exploratory Curricula in the Middle Level" (Jim Gill); (12) "Advisor-Advisee Programs; Uniquely Designed To Meet the Affective Needs of Young Adolescents" (Annette Digby and others); (13) "Age-Appropriate Teaching Strategies" (Mary Ann Davies); (14) "Transcending Classroom Management: Assisting the Development of Caring, Responsibility, and Community in the Middle School Classroom" (Bruce Smith); and (15) "Physical Education and Athletics within the Middle School Philosophy" (Cathy D. Lirgg). A final chapter presents concluding remarks by Michael J. Wavering. (HTH)

ED 388 448 PS 023 806

Buttner, Christian
A Common European Home: Pre-School Perspectives on European Identity.
PUB DATE- Sep 95
NOTE- 12p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).

happen, rural residents need to recognize how cultural assumptions have disempowered them both politically and economically and to understand that the viability of both rural and urban communities requires cooperation, that this philosophy begins in schools, and that the educational agenda must return to a local focus. Contains 13 notes. (LP)

ED 388 465 RC 020 261

Oregon American Indian/Alaska Native Education State Plan.
PUB DATE- Oct 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Alaska Natives; *American Indian Education; American Indians; Culturally Relevant Education; *Educational Objectives; Educational Policy; Educational Responsibility; *Educational Strategies; Elementary Secondary Education; Higher Education; Preschool Education; *State Departments of Education; *Statewide Planning
IDENTIFIERS- *Oregon

The Oregon State Plan for American Indian and Alaska Native (AI/AN) education was developed by AI/AN communities and educators, the State Board of Education, and the State Department of Education. The plan includes 11 major educational goals: (1) the Oregon Department of Education (ODE) should promote effective education for AI/AN children; (2) educational programs shall be developed to address the needs of all AI/AN children; (3) AI/AN parents and community leaders shall have an opportunity to provide input regarding programs for AI/AN students; (4) ODE shall develop data gathering process systems to collect and disseminate uniform and comprehensive data on AI/AN students; (5) teachers, counselors, administrators, and other ancillary personnel should be knowledgeable about and responsive to AI/AN students and their needs; (6) historical and contemporary curriculum materials that are culturally specific and age and developmentally appropriate shall be used; (7) ODE shall identify and implement nonbiased, culturally appropriate instruments to assess achievement levels of AI/AN students; (8) high quality early childhood education programs shall be developed to meet the needs of AI/AN students; (9) AI/AN students shall have equal access to all public school programs; (10) ODE shall implement strategies for reducing the AI/AN student dropout rate; and (11) the state board of education shall support the state board of higher education's policies and practices that ensure that AI/AN students are provided equal access and opportunities for postsecondary education in the state. Each major and secondary goal is accompanied by strategies for achieving the objective and related ODE responsibilities. This document also contains the Indian student bill of rights, a statement of ODE philosophy on American Indian education, and a glossary of acronyms. (TD)

ED 388 466 RC 020 283

Morrow, Mary Frances
Sarah Winnemucca. Raintree/Rivilo American Indian Stories Series.
PUB DATE- 90
NOTE- 34p.; Written by scholars and designed to provide young students/readers with accurate accounts of the lives of American Indian men and women important in the history of their tribes. Colored illustrations may not reproduce adequately.

Educational Laboratory Network.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Constructivism (Learning); *Cultural Context; Cultural Differences; *Culturally Relevant Education; Educational Change; *Educational Principles; Educational Strategies; Elementary Secondary Education; Epistemology; *Mathematics Education; *Science Education; Theory Practice Relationship
IDENTIFIERS- Native Americans; *World Views

This monograph addresses concerns about mathematics and science instruction and educational outcomes for Native students. The sociocultural contexts of schooling and community come together in particular ways to influence how Native children learn and, consequently, their life outcomes. It is important to look beyond the performance of individual students to the systems in which they are educated and to the historical and social influences on how mathematics and science are conceptualized and taught. Methods for implementing current mathematics and science reforms are shaped by assumptions about what children should know and be able to do. This monograph seeks to make such assumptions and the Western cultural values underlying them more explicit, and suggests that a generic approach to reform is ineffective and inequitable. Student differences with implications for teachers' choices about instructional strategies include differences in: (1) ways of knowing with regard to mathematics and science, rooted in varying world views; (2) approaches to learning and problem solving; (3) communication styles, strategies, and uses; and (4) cultural values about use and sharing of particular kinds of knowledge. Ethnoscience and ethnomathematics (forms embedded in cultural activities, the workplace, or everyday life) can serve to contextualize instruction--to provide real-life connections that make classroom theories and practices meaningful. Several examples demonstrate how such connections can be made. A set of guidelines is presented for instruction that bridges cultures and situates mathematics and science learning in meaningful contexts for Native students, as well as for all underserved students. Contains 130 references. (SV)

ED 388 484 RC 020 333

Estrin, Elise Trumbull; Nelson-Barber, Sharon
Issues in Cross-Cultural Assessment: American Indian and Alaska Native Students. Knowledge Brief, Number Twelve.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indians; Classroom Communication; Cultural Context; *Cultural Differences; *Culturally Relevant Education; Culture Conflict; Educational Environment; Educational Strategies; Elementary Secondary Education; Epistemology; Evaluation Problems; *Instructional Effectiveness; *Student Evaluation
IDENTIFIERS- Alternative Assessment

This brief focuses on assessment issues for American Indian and Alaska Native (collectively referred to as "Native") students, as well as other pedagogical issues related to improved teaching and educational outcomes. Although traditional Native instruction can have on science reading ability. Contains 55 references. (JRH)

ED 388 501 SE 056 526

Cobern, William W.; And Others
World View Investigations and Science Education: A Synopsis of Methodology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 19 Apr 95
NOTE- 61p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Cultural Context; *Culture; High Schools; *High School Students; Interviews; *Science Education; *Scientific Literacy; *Student Attitudes
IDENTIFIERS- *World Views

To date, science educators have not studied what students believe about the world, beliefs rooted and nurtured in students' socio-cultural environments. American society is increasingly pluralistic and there are several cultural subgroups traditionally underrepresented in science. A new approach is for American science educators to consider the possibility that science is a second culture experience for many students. Cultural studies in science education can contribute significantly to an understanding of the barriers to effective science education. It is important for science educators to understand the fundamental, culturally based beliefs about the world that students bring to class, and how these beliefs are supported by students' cultures; because science education is successful only to the extent that science can find a niche in the cognitive and socio-cultural milieu of students. The purpose of the research was to gain an understanding of high school students' fundamental beliefs about the world, and how their personal/cultural environments foster and support those beliefs. The methodology used was ethnographic, involving the extensive interviewing of students. The research also involved active high school science teachers as teacher-researchers. Interview sequences, tasks, and scope items are included. (JRM)

ED 388 502 SE 056 530

Grandy, Jerilee
Gender and Ethnic Differences among Science and Engineering Majors: Experiences, Achievements, and Expectations. GRE Board Research Report No. 92-03R.
PUB DATE- Jun 94
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Science; *Cultural Differences; *Engineering Education; *Ethnic Groups; Graduate Students; Higher Education; Mathematics Education; Minority Groups; *Science Education; *Sex Differences
IDENTIFIERS- Gender Issues; Graduate Record Examination

Concern over the under representation of women and minorities in the natural sciences and engineering led to the research reported in this document. The project surveyed a stratified not be increased. The questionnaire is appended. (MSE)

ED 388 065 FL 023 315

Angelini, Eileen M.
How To Enhance Intercultural Understanding in the Foreign Language Classroom.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 316-328. Some papers may not reproduce well due to light copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Class Activities; Cultural Awareness; French; Higher Education; *Intercultural Communication; *International Trade; *Language Role; Languages for Special Purposes; *Linguistic Borrowing; Reading Comprehension; Second Language Instruction; Vocabulary Development

Current and innovative instructional materials and techniques for developing intercultural understanding in international business administration students are discussed, drawing on a seminar on French business language instruction. A group of classroom activities concerning the adoption of English words into the French language, which can be adapted in foreign language or cross-cultural education, are described. Two preliminary activities demonstrate that intercultural understanding is a two-way process, often requiring some historical knowledge. Following these activities, students are given a current events exercise to reinforce the constant necessity for intercultural understanding. In this exercise, articles written from both American and French points of view are examined, and the issues are debated. Three activities based on the articles' lexicon follow. The French article on which the activities are based, and related English articles, are appended. (MSE)

ED 388 066 FL 023 316

Calvi, Licia; Geerts, Walter
A Multimedia Program Combining Special Purposes Italian with the Study of the Italian Economy.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Classroom Techniques; *Computer Assisted Instruction; Course Content; Cultural Awareness; *Economics Education; Educational Strategies; Foreign Countries; Higher Education; Hypermedia; Instructional Materials; Intercultural Communication; International Studies; *Italian; Language Role; *Languages for Special Purposes; *Multimedia Instruction;

United States" (Thomas Ricento); (2) "A Chronology of the Official English Movement" (Jamie B. Draper and Martha Jimenez); (3) "Ten Official English Arguments and Counterarguments" (Susan J. Dicker); (4) "What Individuals Can Do: Proactive and Reactive Projects for the Fight against the Official English Movement" (Susan J. Dicker); (5) "English Language Policy and the Community Affiliate Response to a Significant Current Issue" (Ruth Jackson); (6) "Official English Reading List" (Kathy Romstedt). An addendum to the Draper/Jimenez article updates the movement from 1991-1995. (Contains 28 references.) (NAV)

ED 388 085 FL 023 336

Falsetti, Julie, Comp.
A Directory of English Language Teaching Videos.
PUB DATE- Feb 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; *English (Second Language); *Second Language Instruction; Second Language Learning; *Videotape Recordings

This third edition of the video directory updates previous editions and alphabetically lists videos, by title. It is designed to assist in the teaching of English or the training of teachers of English. Information included are format, standard, variety, use, target, level, price, duration, quality, support materials included, distributor, year published, list of reviews of the video, and date of entry into the directory. Video pricing is indicated by price ranges, not actual price. Indexes are provided by video title, video target, specific use, and level of learning. A listing of video distributors is included as is a form for updating listed information. (NAV)

ED 388 086 FL 023 337

Making a Career Choice.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Exploration; *Career Guidance; Employment Opportunities; *English (Second Language); Foreign Countries; *Professional Development; Second Language Instruction; Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- Czechoslovakia; Japan; Korea; Portugal

This packet of information contains materials that will answer many questions about Teaching English to Speakers of Other Languages (TESOL). Individual sections cover the definition of TESOL and other acronyms in the field, what is an English-as-a-Second-Language (ESL) professional, how to get started, and qualifications and opportunities. Specific articles include: (1) "What Employers Want in an ESL/EFL Teacher" (Lynn Henrichsen) and (2) "Overseas Salary and Benefits: Questions To Ask, Answers To Have" (Lynn McNamara). Other sections deal with worldwide training program directories and correspondence final semester or year of teacher training. Elementary and junior high school teachers should have at least an intermediate level of proficiency, and senior high school teachers should have an advanced proficiency level. Additional language training should be required for students not meeting these standards, with non-compliance affecting school accreditation. In the long term, this system may imply revision of the teacher education curriculum, with increased opportunities for English language development and reduced time spent on less relevant studies. Development of regional tests would be ideal so that there is a regional standard of proficiency for teachers. Also, it would stimulate healthy competition among EFL countries. Academic and practical challenges are foreseen and discussed. Contains 20 references. (Author/MSE)

ED 388 106 FL 023 382

Prescott, David Lochmohr
A Modular Training Framework: An Appropriate Response to the Issues of Relevance and Home Environment Application in a Teacher Education Project?
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the International Conference on Language in Development: The Stakeholders' Perspectives (2nd, Denpasar, Bali, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Curriculum Development; Developing Nations; *English (Second Language); Foreign Countries; *Language Teachers; *Relevance (Education); *Teacher Education; *Teacher Educator Education
IDENTIFIERS- Edith Cowan University (Australia); *Laos

A project designed to train teachers of English in Laos, sponsored by the Australia Agency for International Development (AusAID) through the English Language Training Project (ELTP) and more recently through the Laos English Language Project (LELP), is described. The project has two main components: development of a modular English language curriculum and grants for study of curriculum development and teacher training at Edith Cowan University (Australia). The report outlines the origins of the project, areas of concern in training foreign English teachers, rationale for the design of the projects' components, and the content of the training framework design. Considerations in making the curricula applicable to the home environment (Laos) and sustaining support to the trainees after their return to Laos are also examined. Contains eight references. (MSE)

ED 388 107 FL 023 385

Flaspeter, Ruth
Sustained Silent Reading: Implementation in the LEP Classroom Based on Research Results.
PUB DATE- 24 Sep 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Sunshine State Teachers of English to Speakers of Other Languages (TESOL) (Jacksonville, FL, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

primary source readings cited the benefits of multiple perspectives. (Contains 13 references.) (MDM)

ED 388 126 HE 028 666

Casey, John M.
A Strategic Business Improvement Model for Higher Education. Move Over TQM--Here Comes BPR.
PUB DATE- 16 Oct 95
NOTE- 12p.; Paper presented at the Annual Conference of the Southeastern Regional Association of Physical Plant Administrators of Universities and Colleges (44th, Norfolk, VA, October 16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Case Studies; Change Strategies; *College Administration; *Educational Facilities; Higher Education; Models; *Strategic Planning; Total Quality Management
IDENTIFIERS- *Business Process Redesign; Management Practices

This paper discusses the emergence of a management process known as Business Process Redesign (BPR) in higher education, which is promoted as a successor to the Total Quality Management (TQM) approach that has influenced higher education management in recent years. The paper chronicles recent management changes in higher education and the emergence of the BPR model. It also reviews the process's major elements, including its underlying philosophy, theory, and its three-pronged conceptual framework of Discover, Redesign, and Realize. This framework forms the basis for selecting the appropriate change tactics and the formation of a change team to assess current conditions and generate specific redesign ideas based on the development of data which detects existing defects. The paper then reviews two case studies involving procurement practices and physical plant operation. It concludes by making suggestions for the possible implementation of BPR principles by facilities managers. (Contains 12 references.) (MDM)

ED 388 127 HE 028 667

Sevigny, Joseph A.
Cape Verde. A Country Guide Series Report from the AACRAO-AID Project.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; *Educational Policy; *Educational Practices; *Elementary Secondary Education; Foreign Countries; Foreign Students; Grading; Graduation Requirements; Higher Education
IDENTIFIERS- *Cape Verde

This report provides information on the education system of Cape Verde, and is designed to assist college admissions officers and registrars in the United States with the admission and placement of students from that country. The report contains general information on the geography, history, and people of Cape Verde, as well as more specific information on the approach to budgeting that focuses on the creation and maintenance of institutional assets and the use of mechanisms that reward accomplishment through effective utilization of these assets. This approach contrasts with typical practices that result in an "equitable" allocation of resources or that adjust prior years' budgets for inflation but make no attempts at reallocation. Special characteristics of strategic budgeting include: (1) it provides college and university leaders with a tool for ensuring the long-term adequacy and integrity of institutional assets; and (2) it sets aside a pool of resources each year for the individuals and units that make the most positive contribution to addressing priorities established in the strategic-planning process, that is creating a specific pool of resources to be invested in the institution's future. By requiring a budget structured in a way that expressly recognizes asset maintenance and by establishing guidelines tied to the strategic directions of the institution before the bottom-up processes of building the budget begins, board members can help balance the long-term needs of the institution against the short interests that normally prevail. (Author/JB)

ED 388 147   HE 028 690

Russell, Alene Bycer; And Others
An Annotated Bibliography on Student Preparation for College and the Workplace.
PUB DATE- Sep 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; College Bound Students; *College Preparation; College Students; Databases; Educational Quality; *Education Work Relationship; Higher Education; High Schools; *High School Students; Job Training; National Surveys; Noncollege Bound Students; Paying for College
IDENTIFIERS- American College Testing Program; College Entrance Examination Board; Cooperative Institutional Research Program; National Assessment of Educational Progress; National Center for Educational Statistics

This annotated bibliography lists and describes nearly 50 key national data sources and reports on high school student preparation for college and work. Items were selected because they represent comprehensive research and analyses on high school and college student achievement and the skills and competencies needed for success in postsecondary education and the workplace. Section 1 describes six key primary national data sources: the American College Testing Program; the College Board; the Cooperative Institutional Research Program; the National Assessment of Educational Progress; the National Center for Education Statistics' Longitudinal Studies; and the National Center on Postsecondary Teaching, Learning, and Assessment. Section 2, on student preparation for college, addresses many facets of student college preparation in data-based reports and reports based on data sources from the first section. Section 3 summarizes some of the literature on increasing college costs and criticism of the quality of undergraduate education. Section 4 summarizes publications on student preparation for the workplace. Each section's citations are listed chronologically. Each citation provides information on title, publisher, date, description of the research or publication, and its key findings. (JB)

PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; Curriculum Development; *Educational Objectives; Faculty Development; Futures (of Society); *Global Approach; Government Role; Graduation Requirements; Higher Education; *International Education; Multicultural Education; Student Educational Objectives

This document, developed by the Commission on International Education of the American Council on Education, stresses the importance of students developing the competence to function effectively in a global environment and the need for state and local governments and the private sector to support higher education's efforts toward this goal. Following an introductory section, the goals and benefits of international education are identified. Most of the booklet lists and explains the following 10 ground rules for internationalizing institutions: (1) require that all graduates demonstrate competence in at least one foreign language; (2) encourage understanding of at least one other culture; (3) increase understanding of global systems; (4) revamp curricula to reflect the need for international understanding; (5) expand study abroad and internship opportunities for all students; (6) focus on faculty development and rewards; (7) examine the organizational needs of international education; (8) build consortia to enhance capabilities; (9) cooperate with institutions in other countries; and (10) work with local schools and communities. An attachment lists Commission members. (DB)

ED 388 166 HE 028 709

Harvey, Lee; And Others
Student Satisfaction. The 1995 Report on the Student Experience at UCE.
PUB DATE- Sep 95
NOTE- 259p.; Prepared at the Centre for Research into Quality.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Foreign Countries; Higher Education; *Student Attitudes; Student Personnel Services; *Student School Relationship; Student Surveys; Universities
IDENTIFIERS- England; *University of Central England

This report presents results of the 7th annual student satisfaction survey at the University of Central England (UCE) at Birmingham. The report published in two parts, contains in the first part all the students' ratings of satisfaction and importance and associated commentary; the second part, a separate statistical supplement, contains the detailed data upon which the tables and graphs in the main report are based. A glossary of abbreviations precedes the main body of the report. An introductory chapter describes the survey procedures, respondents (2,191 out of a sample of 4,810), and the students' overall evaluation (68 out of a possible 100, continuing an upward trend). The four-sector matrix used to help students jointly rate both satisfaction and importance of individual issues is explained. Individual chapters then report links to teaching from a number of perspectives. Chapter 4, "The University Serving the Community," explores the role of service in higher education making the argument that service experiences can be among the most valuable universities can offer their students. Chapter 5, "Real and Diversionary Challenges: Planning, Tenure, Athletics, and Other Riddles" looks at issues (minority presence, combating bigotry, and political correctness) that test the tension between the twin aims of excellence and access in higher education. Includes an index. (JB)

ED 388 185 HE 028 728

Higher Education in the West Bank and Gaza Strip. Volume I: Overview of the System and the Needs of the Reconstruction Process and Volume II: Recommendations and Project Proposals for Strengthening Higher Education in the West Bank and the Gaza Strip over the 1994-1998 Period.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Role; Community Colleges; Economic Development; *Educational Change; Educational Development; Educational Finance; *Educational Planning; Educational Quality; Foreign Countries; *Higher Education; International Cooperation; Organizational Development; Political Influences; Technical Education; Universities
IDENTIFIERS- *Gaza Strip; Palestine; Palestinians; *West Bank

This publication comprised of two volumes describes the findings of a review of Palestinian universities emphasizing science and technology, and the resulting recommendations for higher education improvement and support to be carried out between 1994 and 1998. In volume I the review, or mission, found that there are 28 tertiary-level institutions in the West Bank and Gaza Strip staffed with well trained academics. Enrollment at the eight universities for 1993-94 was 22,500 at the Bachelor's level and 225 at the Master's level. All institutions face severe financial problems that require international assistance. Effective higher education ranks among the first conditions to be fulfilled for the success of peace in the region. The report recommends, in volume II, that: (1) higher education institutions in this area be sustained with international support; (2) there be an overhaul of vocational and technical education and training; (3) graduate programs be gradually developed; (4) qualitative standards for higher education be raised; (5) universities study and respond to immediate economic development needs, particularly tourism; (6) regional and international linkages with other institutions and agencies be developed; (7) an estimated 50 million dollars be invested annually over the 5 years between 1994 and 1998. Also conatained in volume II are specific project proposals. (JB)

ED 388 186 HE 028 729

Reetz, Linda; And Others
Orientation of New University Professors: A Framework for an Orientation Manual.
PUB DATE- Oct 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Faculty; Developing Nations; *Educational Administration; *Educational Change; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Financial Support; Foreign Countries; *Government Role; Graduate Study; *Higher Education; Private Education; Research; Socioeconomic Influences; Universities
IDENTIFIERS- *Vietnam

This collection of 12 essays examines the development of higher education in Vietnam, focusing on current issues related to educational reform, expansion, and funding. They are: (1) "Higher Education in Vietnam: The Door Opens--From Inside" (Le Thac Can and David Sloper); (2) "Socio-Economic Background of Vietnam Since 1986: Impact on Education and Higher Education" (Nguyen Duy Quy and David Sloper); (3) "The Educational System of Vietnam" (Pham Minh Hac); (4) "The Policy-Making Context and Policies of Education and Training in Vietnam" (Tran Hong Quan and others); (5) "The Organization and Management of Higher Education in Vietnam: An Overview" (Tran Chi Dao and others); (6) "Staffing Profile of Higher Education" (Pham Thanh Nghi and David Sloper); (7) "Postgraduate Degrees and Classification Schemes for Academic Staff" (Nguyen Tien Dat and David Sloper); (8) "Research Activities and Higher Education" (Dang Ba Lam and others); (9) "Funding and Financial Issues" (Pham Quang Sang and David Sloper); (10) "Physical Facilities and Learning Resources" (Nguyen Thi Tri and others); (11) "An Entrepreneurial Development: Thang Long University" (Hoang Xuan Sinh and David Sloper); and (12) "Serving National Goals and the Local Community: The Case of Can Tho University" (Tran Phuoc Duong and David Sloper). (MDM)

ED 388 206 HE 028 750

Nelson, Jacquelyn S.; Nelson, C. Van
Predictors of Success for Students Entering Graduate School on a Probationary Basis.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Probation; *Grade Point Average; *Graduate Study; Higher Education; *High Risk Students; Majors (Students); Masters Degrees; *Predictor Variables; Standardized Tests
IDENTIFIERS- *Graduate Record Examinations

This study sought to determine which combination of criteria would accurately predict the success of students in graduate education who began their graduate studies on probationary admission status. Variables examined included grade point average (GPA) after 9 hours of graduate coursework, Graduate Record Examination (GRE) verbal, quantitative, and verbal scores, and final graduate GPA. The study examined the degree completion rates of 388 Master's degree students granted probationary admission and 1,135 Master's degree students granted regular admission between 1988 and 1994 at a medium-sized Midwestern university for whom GRE scores were available. It found that for probationary students, the best predictors of success (degree completion) were GRE quantitative scores, GRE analytical scores, and the nine-hour GPA. Overall, only the GRE verbal scores and the nine-hour GPA emerged as predictors of success for regular admission students. Since results varied on both sets of data when area analyses were performed, it

The "Hypermedia for Teaching" project is a European collaborative venture designed to produce a hypermedia learning package that is published on CD-ROM. Two versions of the package are to be developed. One of these is intended to be used on a multimedia personal computer (MPC), while the other is to be used in conjunction with commercially available CD-I (compact disc-interactive) equipment. The MPC version of the package is currently being developed, and the CD-I version is being designed. The two versions will share a basic common architecture: the topmost level provides the generic control mechanisms for the system; the second level contains activities modules, either common core (dealing with a particular aspect of hypermedia theory, design, or practice) or application (dealing with the use of hypermedia methods within a particular domain); and the lowest level, documents, which make up the basic building blocks of the overall system. It was discovered that simple book and page structures, backgrounds, fields, graphic objects, and groups could be easily created using the basic set of tools provided by the ToolBook implementation language. The creation of a CD-ROM prototype disc involved four main stages: local testing and emulation; data transportation; building a disc image on magnetic disc; and transferring the disc image to a recordable compact disc using either a single session or multi-session CD recording unit. Several difficulties arose during the project: end-user interface design issues; consistency of treatment, consistency of style, and programming efficiency of scripts, modules and the CD-ROM; and limited resources. (Author/MAS)

ED 388 224 IR 017 373

Beltran T.; Peninou, A.
Hypermedia Tutoring System: Towards an Architecture Dedicated to the WEB Specification.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Educational Technology; Foreign Countries; *French; *Hypermedia; *Intelligent Tutoring Systems; *Native Language Instruction; Optical Data Disks
IDENTIFIERS- Alliance Francaise; Computer Architecture; Links (Indexing)

The first stage of the HyTuS (Hypermedia Tutoring System) project, developed by the Alliance Francaise (a training institute supplying French courses for foreigners in France and abroad), and professional partners, is presented. The aim of the project is to provide a hypermedia CD-ROM-based environment for learning French according to the Alliance Francaise educational programs, and to provide learners with specific views (WEBs) of the CD-ROM database. Two aspects are considered: the first one, purely pedagogical, tackles the need to focus a learning session to a restricted number of topics. The second one is a technical problem: some training centers are still based on traditional teaching methods and are not well equipped with high quality computers, and cannot implement CD-ROM based training sessions. The solution is to provide them with a magnetic disk containing particular sub-sets of the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Distance Education; Elementary Secondary Education; *Evaluation Research; Foreign Countries; Higher Education; Teaching Methods; *Teleconferencing; *Use Studies
IDENTIFIERS- *Australia

Electronic Classroom is an Australian-developed software product that provides a shared screen facility between two to six Apple Macintosh computers using standard telephone lines and modems. It provides an icon-based "paint" interface with point and click switching of control between sites. Used in conjunction with an additional voice line, the software provides an easy to use, a robust and relatively low cost audiographic teleconferencing system. Electronic Classroom is already in use in distance education programs in every Australian state and mainland territory. Currently over 500 sites are being used to teach dozens of different subjects from primary school to university. Evaluation studies have found that students using Electronic Classroom often felt involved in the learning process more than might be the case with "regular" classroom methods. They were able to clearly differentiate between different teachers and their respective teaching styles, and preferred teachers who facilitated discussion rather than those who delivered a one-way address. (Author)

ED 388 243 IR 017 392

Feifer, R.; Allender, L.
It's Not How Multi the Media, It's How the Media Is Used.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; Computer Software; Courseware; *Experiential Learning; *Multimedia Instruction; *Simulated Environment
IDENTIFIERS- *Case Method (Teaching Technique)

Multimedia educational software is often a glitzy version of old technology. Some educational software has become better as developers began to ask, "In what ways can the computer facilitate learning, that were not possible before?" One answer to this question is: provide a simulated environment for the learner to interact with. For multimedia to have an impact on learning, a similar question must be asked: "In what ways can multimedia facilitate learning, that were not possible before?" One answer is the Case-Based Learn-by-doing Environments (CaBLE). The computer provides a simulated environment that allows the student to learn a task by doing a task. Multimedia stories and information help connect what the learner is doing in the simulated world with events in the real world. The CaBLE tutor utilizes the following components: task simulator; interface; library of failures which can occur in the domain; library of learner mistakes; learner state map; network of declarative knowledge; and library of stories. (Contains 21 apply to other instructional outcomes. (Contains 13 references.) (Author/MAS)

ED 388 261 IR 017 410

Kaltenbach, M.; Preiss, B.
IconiCase: A visual System for Rapid Case Review.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Active Learning; *Computer Assisted Instruction; *Computer Graphics; *Computer System Design; Cues; Definitions; Document Delivery; Electronic Text; Foreign Countries; Information Retrieval; *Medical Case Histories; *Mnemonics; *Retention (Psychology)
IDENTIFIERS- *Iconic Representation

A computer system, IconiCase, is currently being developed to assist users in the task of classifying and memorizing medical cases. The system uses assemblies of icons, called Concept Graphics (CG), as pointers to medical cases, leading to a form of electronic document delivery in which information is accessed at various levels, with a gradual transition between levels. Icons are designed to be interpreted without the help of textual explanations; however, when a new icon is introduced, its textual interpretation is automatically provided and its correspondence to the text of the case is highlighted. In the icon editor, new icons can be made by screen captures of basic shapes created with a standard painting or drawing program. It is argued that even short gaps in the way information is presented to users lead to cognitive difficulties that could be prevented by better human/machine interfaces; CG, as mnemonic devices, provide meaning that is remembered by the viewer on the basis of cues offered by the icons. In addition, the active role given to users in organizing their access to the information leads to more effective information retrieval. Problems of using iconic compositions include: difficulty in interpretation, unclear meaning for a juxtaposition of several icons, icons' excessive use of valuable screen space, and cumbersome manipulation. (Contains 21 references.) (AEF)

ED 388 262 IR 017 411

Kangassalo, Marjatta
Children's Independent Exploration of a Natural Phenomenon by Using a Pictorial Computer-Based Simulation.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Children; *Cognitive Development; *Cognitive Processes; *Computer Simulation; *Concept Formation;

traditional textbook- and lecture-oriented classrooms to ones in which learning occurs in the course of more authentic scientific inquiry. The Collaboratory Notebook extends the metaphor of a scientists' laboratory notebook with facilities for sharing inquiry among multiple project partners who may be distributed across institutions, or across the country. The structure of the Collaboratory Notebook's database is built upon a library metaphor, with a bookshelf, notebooks, and pages being the primary interface elements. When a user logs on, his bookshelf displays all of the notebooks which he is permitted to read and write in. Pages are organized using hypermedia links that describe the relationship they bear to one another in a vocabulary of scientific dialogue. The current design has met with mixed success. On the whole, teachers have been hesitant to assign work to which they cannot confidently attach a grade value and students have been opposed to doing such work; since the teachers are just beginning to adopt the kinds of metrics that will help them to assess the work done by their students' using the Collaboratory Notebook, their efforts to make better use of the tool are likely to more in step with this initiative. (Contains 19 references.) (Author/AEF)

ED 388 280 IR 017 429

Oberem, Graham E.
Transfer of a Natural Language System for Problem-Solving in Physics to Other Domains.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Higher Education; *Intelligent Tutoring Systems; Law Related Education; Mathematics; *Natural Language Processing; Physics; *Problem Solving; *Programmed Tutoring; Secondary Education

The limited language capability of CAI systems has made it difficult to personalize problem-solving instruction. The intelligent tutoring system, ALBERT, is a problem-solving monitor and coach that has been used with high school and college level physics students for several years; it uses a natural language system to understand kinematics problems and can teach students to solve physics problems by engaging the student in a plain English dialogue. The four programs described in this paper demonstrate the transportability of the ALBERT natural language systems across diverse subject areas, programming languages and hardware platforms. FREEBODY allows students to draw free-body diagrams on the computer with a mouse and also assess whether or not the resulting diagram is reasonable in terms of the situation described in the problem statement. ILONA is a program that helps students translate logical statements into mathematical form; the natural language system used in ILONA was also derived from ALBERT. CICERO is a program that was developed as a part of a series of lessons in the field of Roman law; it allows students to participate in a simulated lawyer-client interview. ALBERT's language system provides an opportunity for dialogue between the student-lawyer and the computer-client. ECLIPS is a program designed to understand and solve chemistry problems of molarity typed in

NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Computer Assisted Instruction; Computer Software Development; Feedback; Guidelines; *Instructional Design; *Instructional Effectiveness; *Interactive Video; Learning Processes; *Learning Theories

Although interactive video instruction is a powerful educational tool which provides students practical and engaging experiences in the classroom, its effectiveness depends upon its pedagogical design and strategic instructional use. In order to utilize the established advantages of interactive video instruction, instructional designers must apply what is known about how people learn to the development of this instructional medium. This paper identifies common themes in learning theory that have practical design implications for the instructional designer of interactive video modules. The following guidelines extracted from these theories are suggested to increase the effectiveness and appropriate use of interactive video instruction: (1) prepare the learner; (2) attract and direct the learner's attention; (3) guide the learner through successive steps of complexity; (4) present the material repeatedly in a variety of contexts; (5) provide a vehicle for practice with immediate feedback; and (6) make connections between new information and old information. (Contains 13 references.) (Author)

ED 388 298 IR 017 447

Swan, Karen
History, Hypermedia, and Criss-Crossed Conceptual Landscapes: Designing Hypermedia Applications To Support the Development of Historical Thinking.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Civil Rights; *Cognitive Development; Computer Assisted Instruction; Computer Graphics; *Critical Thinking; Electronic Text; Grade 7; Grade 8; *History Instruction; *Hypermedia; Junior High Schools; Knowledge Representation; Public Schools; Rural Areas
IDENTIFIERS- Vermont

Historical thinking involves being able to conceptualize historical events from multiple perspectives and to relate historical data within these. Hypermedia has enormous potential for supporting the development of historical thinking because it is open, nonlinear, and heterogenous in ways other media is not; it can physically represent information in ways that model the cognitive representations characteristic of critical thinking in ill-structured domains. Another advantage hypermedia has over traditional text-based materials for the development of historical thinking is its support of the integration of a variety of media, video in particular. "Set On

Participants' evaluations are presented. Research reports are provided on projects that included: the preparation of multimedia-based instruction using the ICN, science instruction for students with disabilities, and professional networking opportunities through the ICN. Also included are vision statements by teacher education experts in the fields of foreign language, literacy, mathematics, science, and vocational education that serve as perspectives concerning the application of distance education methods to these disciplines. (AEF)

ED 388 316 IR 055 679

Panella, Deborah S.
Basics of Law Librarianship. Haworth Series in Special Librarianship, Volume 2.
PUB DATE- 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Information Technology; *Law Libraries; Library Acquisition; Library Administration; Library Collection Development; Library Personnel; *Library Science; Library Services; Library Technical Processes; Technological Advancement; User Needs (Information)
IDENTIFIERS- Historical Background

This document is an introductory guide to all aspects of law librarianship. Chapters 1 and 2 provide an overview of the history and nature of law libraries and the nature of the legal field and legal clientele. Collection development is discussed in chapter 3, covering such aspects as acquisitions, alternatives to purchasing materials, selection and current awareness tools, and weeding. Technical services are described in chapter 4, including acquisitions, serials check-in systems, routing, missing books, superseded material, preservation, cataloging and classification, and managing special collections. Chapter 5 reviews user services and chapter 6 discusses the impact of technology on law libraries. The management issues of space planning and design, disaster planning, marketing and budgeting are covered in chapter 7. Personnel and staffing issues are examined in chapter 8. Chapters 9 and 10 discuss special issues for law firm libraries and for academic law libraries. Special issues for government-sponsored law libraries are identified in chapter 11. Contains a general bibliography and index. (AEF)

ED 388 317 IR 055 682

Bergman, Jed I.; And Others
Managing Change in the Nonprofit Sector: Lessons from the Evolution of Five Independent Research Libraries. Jossey-Bass Nonprofit Sector Series.
PUB DATE- 96
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility

academic years, program participants take 14 sequentially designed seminars providing instruction in 43 effective teaching behaviors, while instruction is carried out by teams of the new instructor, a mentor assigned by the new instructor's home institution, and an ISU instructor. Each seminar is offered at a central location, and enrollment is limited to 30 students. Mentors attend a one-day training program at ISU and are employed to help the beginning instructor's competence, confidence, self-direction, and professionalism. The CCIM is evaluated through surveys of participants, mentors, participants' immediate supervisors, students in participants' classes, and CCIM facilitators. In recent evaluations, program participants expressed a high level of satisfaction with their success in implementing teaching behaviors. Also, compared to instructors not enrolled in the program, CCIM participants were rated significantly higher by their students on 15 of 18 survey items related to instructor performance and effectiveness in the classroom. Although implementing the CCIM included overcoming an initial resistance to such a radical departure from traditional teacher education and gaining commitment from administrators, the program can be easily replicated wherever faculty training is needed. (The 43 effective teaching behaviors are appended.) (KP)

ED 388 335 JC 950 518

Woolley, Rosemary; And Others
A Leadership Imperative: Addressing Legal Issues.
PUB DATE- Oct 95
NOTE- 77p.; Prepared by the Committee on Legal Issues.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Court Litigation; Crime Prevention; *Discipline Policy; Electronic Mail; *Federal Legislation; Freedom of Information; *Freedom of Speech; Legal Responsibility; School Security; Student Behavior; *Student Personnel Workers; *Student Rights; Two Year Colleges
IDENTIFIERS- *Student Right to Know and Campus Security Act

Focusing on the Student Right to Know and Campus Security Act (SRKCSA) of 1990, the First Amendment, and judicial issues related to disciplinary counseling, this document discusses legal issues for student development personnel not engaged in instruction and therefore falling outside of traditional academic rulings. The first section describes the SRKCSA, noting that the mandated and expensive program of publishing and distributing crime statistics has had little impact on campus crime or student behavior. The next section focuses on the First Amendment in the context of an academic environment, highlighting decisions in cases where the right to freedom of expression and association on campus and via E-Mail were in conflict with respect for racial, ethnic, and/or religious groups. The third section discusses judicial issues related to student disciplinary action, reviewing cases related to due process for students and regulation of off-campus conduct, while the fourth section focuses on disciplinary counseling and procedures of referral and efficient withdrawal of students suffering psychiatric disorders. Finally, four surveys of the value of crime statistics are reviewed, indicating a negative perception of the effectiveness of such statistics, and recommendations for increasing awareness of non-instructional legal issues are provided. Contains 50 citations of works, community colleges by more than a couple of percentage points each year, colleges will increasingly find outside sources for funding. The prognosis for the collegiate curriculum is good. The linkage aspect of the collegiate function, centering on preparing students to enter junior-level programs leading to bachelor's degrees in health fields, business, technologies and the professions will thrive. (Contains 11 references.) (MAB)

ED 388 352   JC 950 537

Walters, Lex; And Others
Getting Quality Good Enough: Collaborative Leadership for Organizational & Community Development.
PUB DATE- 14 Oct 95
NOTE- 23p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Educational Administration; *Educational Cooperation; Educational Innovation; *Educational Planning; *Educational Quality; Partnerships in Education; School Business Relationship; School Community Relationship; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Piedmont Technical College SC

Piedmont Technical College (PTC), in South Carolina, has developed a highly collaborative style of leadership which emphasizes interdependence and shared responsibility among a wide variety of organizations and groups in the community. PTC initiatives designed to promote quality management and strategic leadership include the formation of a participatory planning group composed of faculty, staff, and administrators to formulate, evaluate, and develop the college's institutional plan; the creation of a computer system to provide data on student retention; and the provision of real-time access to data to all members of the college community. PTC has also been designated by the state Technical Education System as a Resource Center in the areas of automated manufacturing, international business, and quality. Other efforts related to quality processes and measures include courses on the principles, methods, and tools of quality management offered to faculty, staff, and area employers and employees; courses on the habits of highly effective people offered to the college community; and courses on quality training for the workforce offered to areas employers and employees. In an effort to promote educational and organizational development, PTC is involved in various collaborative efforts with Greenwood County (South Carolina) and local businesses via the Piedmont Excellence Process, providing training sessions in quality management to businesses and public agencies, distance learning initiatives; and Project PACE, designed to promote collaborative learning in the region. (TGI)

ED 388 353   JC 950 538

Shelton, Dick; And Others
Portrait of a Working Model for Calculating Student Retention.
PUB DATE- 3 Nov 95

ED 388 369 JC 950 556

Dodson-Pennington, Laura S.
Grants across Campus: Grant-Writing Basics.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Corporate Support; *Educational Finance; *Financial Support; Foundation Programs; Fund Raising; *Grants; *Grantsmanship; Private Financial Support; *Program Proposals; *Proposal Writing; Two Year Colleges
IDENTIFIERS- Cowley County Community College KS

This six-part manual developed by Cowley County Community College, in Kansas, provides information on developing, researching, and writing proposals for grants. The first section describes characteristics of public funding sources (i.e., federal, state, and local governments) and private funding sources (i.e., foundations, corporations or businesses, civic groups, and individuals) and provides information on sources and methods for each. The second section provides an introduction to proposal writing, focusing on the different types of grants, types of proposals, an overview of the entire process, and options for the style and tone of the proposal. The third section offers suggestions on organizing the proposal, focusing on developing ideas for the grant and developing the program design, while the fourth section reviews the components of a proposal or inquiry letter. The fifth section provides an in-depth, section-by-section description of the following proposal components: (1) introduction and organizational capability statement; (2) statement of need; (3) goals and objectives; (4) project methodology; (5) future funding; (6) evaluation; (7) budget, including sources of income and costs; and (8) budget narrative to accompany the actual budget. The final section reviews steps and components involved in completing the grant proposal, including the cover letter, title page, table of contents, summary, forms, attachments, editing, and packaging the grant. Appendixes provide a list of the 10 largest foundations in Kansas and the United States in 1990, sample proposal components, and an editing checklist. Contains 23 references. (TGI)

ED 388 370 JC 950 557

1993-94 Running Start: A Progress Report to the 1995 Legislature.
PUB DATE- Jan 95
NOTE- 26p.; For a 1991 progress report, see ED 338 288.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Acceleration (Education); Advanced Placement; *College Bound Students; *College Credits; College Preparation; *College School Cooperation; Community Colleges; *Dual Enrollment; Grade Point Average; High Schools; *High School Students; Partnerships in Education; Program Effectiveness; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington

The Running Start program was created by the Washington State

ED 388 388 PS 023 647

Gammage, Philip, Ed.; Meighan, Janet, Ed.
Early Childhood Education: The Way Forward.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; Day Care; *Early Childhood Education; Educational Facilities; Educational Quality; *Family School Relationship; Foreign Countries; Inclusive Schools; Parent Participation; Parent School Relationship; Partnerships in Education; Professional Development; Teacher Education; Teaching Methods; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; *United Kingdom

Drawing on experiences in North America, the United Kingdom, and other countries, this book examines the debate over the overall vision for early childhood education. The nature and quality of the United Kingdom's and other countries' culture is questioned in respect to the future it provides for children. The question of who is able to provide a consistent, caring environment for children in light of societal changes is raised. Noting that early childhood issues are currently being placed high on the political agendas of many countries, this book examines methods for improving the situation for today's and future children. The argument is not concerning whether there should be more high-quality and well-funded facilities for young child care, but rather, what is the best way to implement facilities and to train staff. The book includes the following chapters: (1) "Expanding Combined Nursery Provision: Bridging the Gap between Care and Education" (Iram Siraj-Blatchford); (2) "Developing Appropriate Home-School Partnerships" (Jennifer Little and Janet Meighan); (3) "Stories from the Classroom: What works? Developmentally Appropriate Practice" (Jennifer Little); (4) "Questions of Quality" (Tony Bertram and Christine Pascal); (5) "Integration: Children of All Abilities Working Together in an Inclusive Classroom" (Shannon Lee Fletcher); (6) "Initial Teacher Education" (Philip Gammage); and (7) "The Continuing Professional Development of Early Childhood Educators: Planning Contexts and Development Principles" (Christopher Day). Each chapter contains references. (BGC)

ED 388 389 PS 023 649

Campbell, Robin, Ed.; Miller, Linda, Ed.
Supporting Children in the Early Years.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Cognitive Development; Foreign Countries; Inclusive Schools; Interpersonal Competence; Language Acquisition; Literacy; *Parenting Skills; Parent Participation; *Parent Role; *Parents as Teachers; Preschool Education; Reading Aloud to Others; Special Education; Story Telling; *Student Development; Writing Skills; *Young Children

This book focuses on supporting young children's learning and development. Chapters are drawn from seminars held at the University of Hertfordshire in the Spring and Summer of 1994. The book discusses three aspects of support (support for young approximately 150 licensed child care providers in 4 Florida counties. The study is assessing the impact of state legislation, which mandated lower caregiver-to-child ratios and increased credentialing. Thus far, the study has found the following effects: (1) children's emotional and intellectual development is improving; (2) teachers are more responsive and receptive since the increase in ratios; (3) negative management styles have become less frequently used; (4) global quality improved significantly from 1992-1994; (5) the number of children in child care has remained constant, but the number of staff has increased slightly; (6) teachers' salaries and parent fees have increased slightly; and (7) teacher turnover increased slightly. (Includes 15 tables, some of which are appended; and contains 46 references.) (JW)

ED 388 409 PS 023 684

Carlin, Chip, Ed.
Literacy Practitioner, May 1995. Family Literacy Issue.
PUB DATE- May 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; Cognitive Development; Family Involvement; Language Acquisition; Literacy; *Literacy Education; Models; Parent Participation; Parents as Teachers; Rural Education; Rural Family; Tutoring
IDENTIFIERS- *Family Literacy

This theme issue discusses family literacy in six articles, covering: (1) visions of family literacy from research and practice; (2) a family-to-family tutoring model (Susan Weinbeck); (3) a strengths learning model (Meta W. Potts); (4) the LVA/GTE (Literary Volunteers of America/General Telephone and Electronics Corporation) family literacy project (Michael Buchholz); (5) outreach to rural families (Susan E. Perkins); and (6) relevant policy papers on family literacy. The visions of family literacy found in research are often disparate from those found in practice. One of the benefits of family to family tutoring is that all adults involved can experience empowerment, both as teachers and as learners. A strengths learning model emphasizes that adults have skills on which literacy practitioners may build. The LVA/GTE family literacy project encourages parents to read to their children and children to read to their parents. Reaching rural families involves several strategies related to: identification and recruitment; screening and preparation; program design and support services; home-based programs; instructional programs; staff development; and collaborations with other community members. The National Center on Adult Literacy at the University of Pennsylvania publishes an array of policy briefs related to adult literacy. (JW)

ED 388 410 PS 023 691

Himes, James R.; And Others
Child Labour and Basic Education in Latin America and the Caribbean: A Proposed UNICEF Initiative. Innocenti Essays No. 6.
PUB DATE- May 94
NOTE- 29p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)

converted to A=4, B=3, C=2, D=1. Student intelligence quotient, involving a verbal and non-verbal score, was derived from the Otis-Lennon Ability Test administered in the fall of the students' second grade year. The results suggested a positive correspondence of relationship between intelligence and its ability to predict academic achievement. A positive correlation was found between intelligence score and the subject of reading (.49), English (.50), social studies (.44), science (.51) and math (.47). A lesser correlation was found with spelling (.30). No significant differences were noted in correlations between intelligence of genders and any of the academic categories. Contains 14 references. (AA)

ED 388 429 PS 023 739

Haskell, Madie
Using Training As a Means To Improve the Level of Quality in Child Care Facilities.
PUB DATE- 94
NOTE- 92p.; Master of Science Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Change Strategies; Check Lists; Child Health; Classroom Environment; Cognitive Development; Communication Skills; Creativity; *Day Care Centers; Early Childhood Education; *Educational Improvement; Educational Quality; *Inservice Teacher Education; Interpersonal Competence; Physical Development; *Preschool Teachers; School Safety; Self Concept; Staff Development; *Teacher Effectiveness; *Teacher Workshops
IDENTIFIERS- Early Childhood Environment Rating Scale

This practicum was designed to increase the quality of service in five day care centers in a metropolitan Florida county, as evidenced by increases in the Early Childhood Environmental Rating Scale (ECERS) scores of early childhood teacher participants. A 10-week teacher education program for 5 early childhood teachers was developed around Marilyn Segal's 1991 "All About Child Care: A Comprehensive Child Care Curriculum." Nine 4-hour classes focused on safety, health, the learning environment, communication strategies, physical development, cognitive development, creative development, self-concept, and social skills, while the 10th week of the program focused on the creation an individual resource files. Pre- and post-intervention ECERS scores were developed by observing the participants in their day care center classrooms. All five participants made significant improvements in their ECERS scores, especially in the areas of furnishings/displays and creative activities. Eight appendices provide ECERS pre- and post-test scores, total ECERS scores, profiles of participants, a professional development plan, a resource file, competency goal statement guidelines and checklist, implementation plan class agendas, and a comparison on pre- and post-test ECERS scores. Contains 49 references and a list of 6 videos. (MDM)

ED 388 430 PS 023 740

Baker, Fran
Increasing Staff Morale and Motivation during Organizational Change through the Implementation of an Incentive Program.
PUB DATE- 95
NOTE- 195p.; Master's Practicum Report, Nova University. Pictures in Appendix G may not reproduce clearly.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biculturalism; Bilingualism; Child Development; Cultural Differences; Family Influence; Family Involvement; *Family School Relationship; Foreign Countries; Intergroup Relations; *Preschool Education; *Second Language Learning; Sociocultural Patterns; Student School Relationship
IDENTIFIERS- *Europe

While Europe is experiencing new transnationalism based on technical economic links, European preschool education is not as accommodating to multicultural growth as economic growth has been. In many schools, children are forced to learn and interact in a language foreign to them. This break with their mother tongue is also a break with maternal ties, causing tension between home and school. Language learning and usage both reflects and affects social relationships. In the preschool setting, the child is apt to feel alienated and to experience intense pressure to lose ties to their mother tongue by rapidly learning the language of the school. In this context, the child experiences conflict in trying to integrate multiple identities into a unified form of written and oral expression. This experience is akin to the psychoanalytic notion of transference, where a child redirects desires formerly focused on parents to new groups. Preschool staff may underestimate the tensions involved in integrating children, and their parents, into a preschool setting. This underestimation can lead to misunderstanding and alienation of both parents and children. (JW)

ED 388 449 PS 023 807

Hackmann, Donald G.; And Others
Student-Led Conferences: Encouraging Student-Parent Academic Discussions.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Conference of the National Middle School Association (22nd, New Orleans, LA, November 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Educational Objectives; Junior High Schools; Junior High School Students; Middle Schools; Models; Outcomes of Education; Parent Participation; *Parent Student Relationship; *Parent Teacher Conferences; Portfolio Assessment; Student Evaluation; Student Motivation; *Student Participation; *Student Responsibility
IDENTIFIERS- Middle School Students; *Student Led Activities

Students should be welcomed as active participants in parent-teacher conferences, facilitating their conferences and sharing their academic progress with their parents and teachers. Concerned with the shortcomings of the traditional conference model, faculty at a Kansas City, Missouri, middle school developed a student-led conference model intended to encourage students to accept responsibility for their academic success, to increase students' oral communication skills and self-confidence, and to increase parent participation. Each student develops an individualized plan identifying personal "goals for growth," and during a seminar class, students learn leadership skills to facilitate their conferences. Prior to conference day, students compile a materials packet of information they

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; American Indian Culture; *American Indian History; American Indians; Biographies; Childrens Literature; *Federal Indian Relationship; *Females; Interpreters; *Leaders; United States History
IDENTIFIERS- *Paiute (Tribe); *Winnemucca (Sarah)

Sarah Winnemucca was a full-blood Paiute Indian born in 1844 in Nevada. The Paiute hunted and gathered and lived in wigwams constructed of branches, brush, and hides. Sarah's grandfather, Captain Truckee, befriended the explorer John C. Fremont and went with him to California. Captain Truckee admired White people's clothing and houses and, especially, their ability to write. Sarah went with him on his next trip to California. When they returned, they found that many of their people had died from disease, as the medicine man had predicted. Although Sarah did not receive a great deal of formal schooling, she learned to speak English, Spanish, and two Indian languages. She learned to read and write and coauthored a book called "Life among the Paiutes: Their Claims and Wrongs." She worked as an interpreter, guide, and scout; started a school for Indians; gave lectures to Whites about Indian life; and fought for justice, a better education, and a better life for her people. Contains many illustrations and a timeline of Sarah's life. (TD)

ED 388 467 RC 020 284

Erdrich, Heidi Ellen
Maria Tallchief. Raintree/Rivilo American Indian Stories Series.
PUB DATE- 93
NOTE- 35p.; Written by scholars and designed to provide young students/readers with accurate accounts of the lives of American Indian men and women important in the history of their tribes. Colored illustrations may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- American Indian Culture; American Indian History; American Indians; Biographies; Childrens Literature; *Dance; *Females; Theater Arts
IDENTIFIERS- *Ballet Dancers; Native Americans; Osage (Tribe); *Tallchief (Maria)

The great American ballerina, Maria Tallchief, was born in 1925 in Fairfax, Oklahoma. Her mother was White and her father was a full-blood Osage. Her younger sister, Marjorie, also became a famous dancer. The Osage originally lived in western Missouri. They lived in lodges or tepees and were farmers and hunters. The U.S. Government moved them to Oklahoma in 1808. The new land was not good for farming, but oil was found there and the Osage managed the wealth from oil wisely, sharing with one another. Maria's grandmother introduced her to Osage dance, and later Maria took piano and ballet lessons. She studied under one of the greatest ballet teachers, Bronislava Nijinska, and toured with the Ballet Russe. She became the prima ballerina for the New York City Ballet Company and the American Ballet Theater, and cofounded the Chicago City Ballet with her sister. Maria was given an honor name by the Osage tribe, was awarded the Indian Achievement Award by the Council of Fire, became a member of the Council of Fire, spoke to American Indian groups about Indians and the arts, and took part in programs at various universities to educate students about Native Americans. Contains many illustrations and a timeline of Maria's life. (TD) educational strategies emphasize cooperation, experiential learning, and reflection, Native students continue to be at a disadvantage in the classroom. The reasons lie in several intersecting realities: troubled historical relations between tribes and the federal government affecting Native schooling, ongoing educational practices that ignore or devalue cultural ways of knowing, and the dearth of American Indian and Alaska Native teachers. Understanding the school performance of Native students requires a sociocultural perspective that takes into account differences between community and school in social and cultural context, the unconscious nature of these contexts, effects on student learning and organization of knowledge, and implications for effective instructional styles and student evaluation. Despite supportive federal legislation, a repertoire of culturally specific instruments to assess Native student performance does not exist. Standardized norm-referenced tests present such difficulties as inappropriate content, time pressures, reliance on verbal information, basic premises of multiple-choice testing, and alien nature of formal on-demand testing. Indeed, achievement tests can be seen as merely indices of the student's acculturation to Western cultural knowledge and conventions for displaying knowledge. More culturally responsive assessment incorporates content reflecting local contexts and experiences, uses procedures that reflect local ways of thinking and learning, and provides students with options. Other concerns related to the question of whose standards are appropriate, proper interpretation and use of test data, and the value of alternative assessments. (SV)

ED 388 485 RC 020 334

Knapp, Clifford E.
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Class Activities; *Community Study; Democratic Values; Educational Change; *Experiential Learning; Field Trips; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Learning Strategies; *Outdoor Education; Problem Solving; *Student Centered Curriculum
IDENTIFIERS- *Problem Based Learning

Outdoor education, a general term describing the use of resources outside the classroom, has long been considered a method to improve student learning. This book aims to create a bridge between current school reform efforts and the field of outdoor education. Chapter 1 introduces the idea of outdoor education and relates several recent educational innovations to principles of outdoor education and experiential learning. These innovations include service learning, children's museums, constructivism, problem-based learning, technology-based authentic learning, concern for multiple intelligences, and interdisciplinary learning. Chapter 2 makes suggestions for planning outdoor learning, explains the role of the teacher in student-centered learning, and outlines a learning adventure sample of 1,651 college seniors who registered to take the Graduate Record Examination (GRE) and who were majoring in natural sciences, mathematics, computer sciences, and engineering (NSME). The goals of the survey were to identify some of the factors that may lead NSME majors to change fields for graduate school, analyze differences among ethnic groups remaining in NSME, and analyze differences between male and female NSME majors who plan to remain in NSME. This report focuses on the gender and ethnic differences in NSME majors planning graduate study in their fields. Results showed that the decision to leave NSME was uncorrelated with gender, race, or GRE scores, but was correlated with many questionnaire items. Detailed analysis of gender and ethnic differences among NSME majors planning to continue in their fields showed small to moderate differences on many dimensions. There were gender and ethnic differences in salary expectations, importance on making a contribution to society, and preferences for various job activities. Possibilities for further research and policy implications are suggested; and the GRE Background Questionnaires and survey instrument are included. Contains 65 references. (JRH)

ED 388 503 SE 056 532

Physics 20-30: Program of Studies.
PUB DATE- 31 May 94
NOTE- 145p.; For related documents, see SE 056 501-504.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Concept); Electricity; Foreign Countries; Gravity (Physics); High Schools; *Interdisciplinary Approach; Light; Mechanics (Physics); Motion; *Physics; *Science and Society; *Science Curriculum; Science Education; *Student Centered Curriculum; Technology
IDENTIFIERS- Alberta; Kinematics

Presented in English and French, Physics 20-30 is an academic program that helps students better understand and apply fundamental concepts and skills. The major goals of the program are: (1) to develop in students an understanding of the interconnecting ideas and principles that transcend and unify the natural science disciplines; (2) to provide students with an enhanced understanding of the scientific world view, inquiry, and enterprise; (3) to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society; (4) to help students make informed decisions about further studies and careers in science; and (5) to provide students with opportunities for acquiring knowledge, skills, and attitudes that contribute to personal development. This booklet includes information on general and specific learner expectations and units on: kinematics and dynamics; circular motion and gravitation, mechanical waves, light, conservation laws, electric forces and fields, magnetic forces and fields, and the nature of matter. Each unit outlines the major concepts and the understanding, skills, and interrelationships among science, technology, and society that students should be able to demonstrate. (JRH)

ED 388 504 SE 056 570

Albala-Bertrand, Luis

Second Language Instruction; Second Languages

This paper describes the first phase of a project that applies multimedia and hypermedia technology to the study of modern languages. The approach differs from taditional ones in that language is not viewed from a conversational or grammatical perspective but through scenarios imitating the contexts of natural language use. In this phase, the approach is used to teach Italian through the substantive context of the Italian economy. The paper describes Interactive Tutoring Encyclopedia based on Multimedia (ITEM), a multimedia and hypermedia application implemented in Loco, under UNIX, actually existing as a prototype in ToolBook, running under MS-Windows. ITEM focuses on Italian economy since unification of the country and fosters a discussion on how political structures, traditions, and ways of thinking affect Italian economic life. Types of economic activities, state and private roles in the economy and company structures, definitions, organizations, and functions are desribed. ITEM is being designed to achieve three main goals: serve as an instructional aid for teachers of courses covering both Italian language and basic Italian economy; provide a self-directed learning environment for students; and supply professionals with a research tool. Contains six references. (AA/MSE)

ED 388 067 FL 023 317

Federico, Salvatore; Moore, Catherine
Teaching Business French through Case Studies: Presentation of a Marketing Case.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Case Studies; Classroom Techniques; Course Descriptions; Cultural Awareness; *French; Higher Education; *Intercultural Communication; *International Trade; Language Role; Languages for Special Purposes; *Marketing; Second Language Instruction; Second Languages

The use of case studies as a means for teaching business French is discussed. The approach is advocated because of the realism of case studies, which are based on actual occurrences. Characteristics of a good case are noted: it tells a story, focuses on interest-arousing issues, is set in the past 10 years, permits empathy with the main characters, requires appraisal of decisions already made, and requires a search for solutions to management problems. Cases should be concisely written (2-3 pages) and apply in one of these areas: marketing; advertising; management; import-export; intercultural communication; and finances. In the case introduction, sufficient background information should be given to allow students to identify with the situation and people involved. The case method is then contrasted with the traditional method of business language instruction, its advantages outlined, and classroom adaptations for the method suggested. The place of the case study in both the business course and the language course is addressed briefly. Finally, a case concerning a gourmet grocery store is presented and a number of linguistic, courses in teacher training, job placement and referral sources, and employment contacts by country. TESOL articles on teaching in Japan, Korea, Czechoslovakia, and Portugal include general information on teaching English outside of the United States. Intensive English programs, international schools, and foreign agencies are listed, and a copy of the "State Certification Requirements for Teaching English to Speakers of Other Languages in the U.S." is included. TESOL worldwide affiliates are listed, and a brief bibliography of necessary books is offered. (NAV)

ED 388 087   FL 023 338

Arraf, Shereen; And Others
Integrating Title I and Title VII: The Evolving Model of Dearborn Public Schools, Michigan. NCBE Program Information Guide Series No. 21.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- May 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Educational Change; Educational Objectives; Elementary Secondary Education; English (Second Language); Limited English Speaking; Parent School Relationship; Program Design; Program Implementation; *School Restructuring; Student Development
IDENTIFIERS- *Dearborn Public Schools MI; Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title VII

This report offers insights on the experiences and techniques used in the Dearborn Public Schools effort to integrate Title VII and Chapter 1 programs prior to their reauthorization. The school system is located near metropolitan Detroit, Michigan, and has over 14,500 students representing 24 languages, many from the Middle East, Romania, and Albania. The system includes 26 elementary schools, 5 middle schools, and 3 high schools; approximately 5,000 students were eligible for bilingual education services. Program goals stem from the philosophy that all children can attain language competency and academic success through the shared vision and focused efforts of teachers. Results of a preliminary needs assessment survey and later parent interest survey suggest the establishment of a strong partnership between home and school and a collaborative, systemic, and student-centered educational reform system. Restructuring must make schools more responsive to students through various forms of individualization and the elimination of stereotypical labels, such as slow or special need, and intensive staff development plans should focus on preparing teachers to work effectively with language minority as well as majority students. (Contains 23 references.) (NAV)

ED 388 088   FL 023 339

McLaughlin, Barry; And Others
Assessing Language Development in Bilingual Preschool Children. NCBE Program Information Guide Series No. 22.
SPONS. AGENCY- Office of Bilingual Education and Minority

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *English (Second Language); Instructional Effectiveness; Instructional Materials; *Limited English Speaking; *Media Selection; Reading Instruction; *Reading Materials; Second Language Instruction; *Sustained Silent Reading

A discussion of the use of sustained silent reading (SSR) to improve the reading skills and enjoyment of limited-English-proficient (LEP) students reviews studies on the effects of SSR in both first- and second-language contexts and offers suggestions for its classroom use. Some of the research looks at the effect of the technique on attitudes toward reading, some focuses on the effect on aptitude, and some addresses both issues. It is concluded that SSR has a positive effect on readers, resulting in substantial increases in both aptitude and positive attitudes toward reading, and the method is recommended as an easy and economical classroom approach. Considerations in using SSR are examined, including the training and classroom participation of the teacher, selection of varied and culturally familiar reading materials, display of the materials for students, appropriate scheduling of an SSR period, development of guidelines for students, and followup discussions with students. Some modifications for low-level or slow readers are also suggested. Contains a 21-item bibliography. (MSE)

ED 388 108 FL 023 386

Crowder, Elaine M.; Warburton, Edward
Perspective-Taking in Classroom Science Talk.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; *Classroom Communication; Concept Formation; Grade 6; Intellectual Development; Intermediate Grades; *Language Role; Language Styles; Language Usage; Nonverbal Communication; *Perspective Taking; *Science Education; *Scientific Concepts

A study analyzed the perspectives, as expressed in gestures, of six sixth-grade students in science classes as they either explained in-the-moment or described book-learned or previously thought-out ideas. Student behaviors were analyzed for evidence of three perspectives: (1) outside observer, shown by the observer standing apart from his gesture space; (2) inside observer, by entering the space and using hand movements; and (3) participant, by representing objects or concepts with their whole bodies. The perspectives taken by the students were compared with their explanatory styles (describing vs. explaining). It was found that inside observer perspective accompanied in-the-moment explaining, while outside observer was associated more with description. Students shifted among the various perspectives more frequently when explaining than describing. Periods of shifting perspective-taking helped to identify key moments in the students' struggle to solidify understanding. It is suggested that the various perspectives may serve distinct purposes in science discourse: inside islands' elementary and secondary education system. Elementary education in Cape Verde is free, universal, and compulsory for 6 years for students between the ages of 7 and 13, although attendance is not strictly enforced. Secondary education consists of a 3-year general cycle followed by a 2-year pre-university cycle. There are no post-secondary institutions in Cape Verde, although several teacher training institutions and one industrial-commercial school are in existence. A Cape Verde grading scale, with equivalent American letter grades, is provided. Two appendixes provide information on educational credentials and sample credentials and diplomas. A map of Cape Verde is included. (MDM)

ED 388 128 HE 028 668

Sevigny, Joseph A.
Rwanda. A Country Guide Series Report from the AACRAO-AID Project.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); Educational History; *Educational Policy; *Educational Practices; *Elementary Secondary Education; Foreign Countries; Foreign Students; Grading; Graduation Requirements; *Higher Education; Medical Education; Universities; Vocational Education
IDENTIFIERS- *Rwanda

This report provides information on the education system of Rwanda, and is designed to assist college admissions officers and registrars in the United States with the admission and placement of students from that country. The report contains general information on the geography, people, and history of Rwanda, as well as more specific information on the country's preschool, primary, and secondary education system. Although the recent civil war has left the educational system in chaos with many schools closed, theoretically, primary education in Rwanda lasts 6 years, at the end of which students must pass national competitive examination to advance to the secondary level. Secondary education lasts 6 years and has a strong vocational orientation. Higher education, based on the Belgian model, offers a 2-year baccalaureate degree, which can be followed by a further 2 years of study for the License. Also offered are 2- to 4-year technical degrees and the Doctor of Medicine, which requires 6- to 7-years of study. Brief profiles of Rwanda's six higher education institutions are included, as well as descriptions of technical, vocational, and non-formal education. A Rwanda grading scale, with equivalent American letter grades, is provided. Two appendixes provide information on educational credentials and sample credentials and diplomas. A map of Rwanda is included. (MDM)

ED 388 129 HE 028 669

Levine, Arthur; Nidiffer, Jana
Beating the Odds: How the Poor Get to College. The Jossey Bass Higher and Adult Education Series. First Edition.
PUB DATE- 96
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 388 148 HE 028 691

Rodriguez, Esther M.
College Admission Requirements: A New Role for States.
PUB DATE- Sep 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Academic Standards; *Admission Criteria; *Articulation (Education); *College Admission; College Applicants; College Bound Students; College Preparation; College School Cooperation; Educational Change; Government School Relationship; Higher Education; High Schools; Standards; State Programs; *Statewide Planning
IDENTIFIERS- California; Colorado; Florida; Illinois; Kentucky; New York; Oklahoma; Oregon; Texas; Wisconsin

The experiences of 10 states described in this paper illustrate how higher education can be a constructive force for change in the schools, and how the changes taking place in school-based curriculum and assessment provide valuable lessons for collegiate reform. The 10 states profiled are California, Colorado, Florida, Illinois, Kentucky, New York, Oklahoma, Oregon, Texas, and Wisconsin. The paper reviews current admission policies and practices in these states. Section 1 explains the need to clearly communicate to high school students expectations for college-level work to foster greater collegiate retention and graduation. Section 2 examines the need to strengthen the quality of the high school curriculum. Section 3 outlines the need to reduce remediation in postsecondary education. Section 4 explores the need to improve the levels of access and academic achievement of underrepresented students. Section 5 discusses the need to manage enrollment within constrained budgets and section 6 addresses the need to align high school student outcomes and college expectations. Appendixes contain more state-by-state detail and information on state officers who provided additional detail on their state's programs. Contains 25 references. (JB)

ED 388 149 HE 028 692

King, Jacqueline
Trends in Student Aid: 1985 to 1995.
PUB DATE- Sep 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Family Income; Federal Aid; Federal Programs; Grants; Higher Education; *Paying for College; State Aid; Student Costs; Student Employment; *Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis; Tuition
IDENTIFIERS- *Direct Lending; Family Education Loan Program; Pell Grant Program

This report provides statistics on college student aid in the 1980s and 1990s based on a data series begun by the College Board over 10 years ago. The data represent virtually all federal aid and most state and institutional assistance available to students in postsecondary education. The report also uses data on changes in the cost of attending college and in family incomes to put student aid trends in context. Figures results in narrative, tables, and graphs for the following areas: teaching staff, course organization, teaching and learning, information services--library, information services--word processing, computing, refectories, UCE accommodations, student services, the university environment, social life, financial circumstances, and self development. The survey itself is appended. (DB)

ED 388 167 HE 028 710

McCormick, Marcia A., Comp.
Colleges and Universities: Degrees and Awards Conferred, 1993-94.
PUB DATE- Jun 95
NOTE- 48p.; For related documents, see HE 028 711-715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Educational Trends; Enrollment; Higher Education; Majors (Students); Masters Degrees; Race; Sex; State Surveys; Statistical Data; Trend Analysis
IDENTIFIERS- *Pennsylvania

This publication provides a compilation of statistical information covering degrees conferred in Pennsylvania colleges and universities in 1993-94. Data are from an annual survey of Pennsylvania colleges and universities with comparative national data from surveys conducted by the National Center for Educational Statistics. The total number of degrees conferred in 1993-94 was 113,627 including 9,046 specialized associate degrees offered by 94 private licensed schools. Figures and tables present the following data: (1) degrees conferred by level of program, 1984-85 and 1993-94; (2) enrollments and degrees conferred by sex, 1984-85 and 1993-94; (3) degrees conferred by institutional category and sex, 1993-94; (4) percentage change of undergraduate enrollments and degrees conferred by type of institution, 1988-89 through 1993-94; (5) bachelor's degrees conferred by selected program areas, 1984-85 through 1993-94; (6) degrees conferred by race, 1984-85 and 1993-94; (7) degrees conferred by institutional category and race, 1993-94; and (8) bachelor's and advanced degrees conferred by sex, United States and Pennsylvania, 1982-83 and 1991-92. Appendices provide additional data on degrees conferred by institutional category, level of program, major field of study, sex, and race as well as a glossary. (DB)

ED 388 168 HE 028 711

Khanna, Devki N., Comp.
Colleges and Universities: Residence of Students, Fall 1994.
PUB DATE- Apr 95
NOTE- 23p.; For related documents, see HE 028 710-715.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; College Students; Higher Education; *In State Students; *Out of State Students; *Place of Residence; *School Demography; State Surveys; Student Mobility; Student Surveys; Trend Analysis; Universities
IDENTIFIERS- *Pennsylvania

This publication provides information regarding the residence of students attending Pennsylvania colleges and universities. It shows historical trends on the residence of first-time students, residence of all students by institutional category, and percentage of students from other states. Data were

(120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teacher Induction; *College Faculty; Faculty College Relationship; *Faculty Handbooks; Higher Education; Special Education; *Teacher Orientation
IDENTIFIERS- Orienting Information

The successful orientation of new university professors has benefits for both the new professor and the university. For the faculty member, benefits of rapid orientation to the new position involve greater control of the factors that cause stress to professors, more rapid pursuit of the contributions that lead to future promotion and tenure, and increased ability in navigating the unique culture and systems within the university setting. Successful orientation of faculty provides universities both financial and time benefits, not to mention increased productivity of the faculty member. The appendix contains a framework for developing an orientation handbook specifically for professors of special education. Contains eight references. (JB)

ED 388 187 HE 028 730

Browne-Miller, Angela
Shameful Admissions. The Losing Battle To Serve Everyone in Our Universities.
PUB DATE- 96
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Admission Criteria; *Affirmative Action; *College Admission; College Role; *Diversity (Institutional); Educational History; Educational Opportunities; Educational Quality; Educational Trends; Futures (of Society); *Higher Education; Political Influences; *Politics of Education; School Policy; Social Change; Trend Analysis
IDENTIFIERS- Diversity (Student); Political Correctness; *University of California Berkeley

This book uses an examination of admissions policies, especially affirmative action, at the University of California, Berkeley (UC Berkeley), to explore higher education and its role in public debates about access, equality, and social change. Chapter 1, "The Admissions Furor: Battle Cries or More Confusion?" casts the personal side of college application and college matriculation against the backdrop of current political trends and double standards. Chapter 2, "What's at Stake in the Drive for Access?" looks at society's investment in higher education and the "human capital" of the future workforce. It reviews the expansion of the higher education industry and examines the link between the historically defined dream of equality and the difficulties encountered by modern higher education as it seeks to implement this dream. Chapter 3, "Who Gets In?" links the history of university admissions to traditional American ideals of unity and individual equality and then to modern ideals of diversity and multicultural parity. Chapter 4, "The 'Nasty Problem' of Fairness," presents a profile of UC Berkeley admissions developed from a study involving interviews and surveys of students, faculty, and administrators in the year preceding the first official effort to repeal affirmative action policies. Chapter 5, "Frustrated appeared that predictors of success were dependent on major area of study. Three appendixes provide 27 tables comparing the success of probationary and regular admission students overall and by discipline. (Contains 16 references.) (MDM)

ED 388 207 HE 028 751

Powers, P. J.; Redding, Kenneth L.
Traditional versus Non-Traditional Graduating Seniors' Perceptions of a Comprehensive State University Learning Environment.
PUB DATE- 29 Sep 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (13th, Jackson, WY, September 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *College Students; *Educational Attitudes; *Educational Experience; Educational Resources; Expectation; Higher Education; *Nontraditional Students; *Satisfaction; State Universities; Student Attitudes
IDENTIFIERS- *University of Wisconsin Superior

This study examined the perception of post-secondary education held by traditional and non-traditional graduating seniors from a small, rural comprehensive public university. A 132-item questionnaire was randomly administered to 126 seniors at the University of Wisconsin-Superior, with 98 of the students indicating that they were under 30 years of age and 28 indicating that they were over 30 years of age. The questionnaire was designed to identify the effectiveness of the institution's strategic plan to increase expectations for student learning, improve student support services, and experiment with new approaches to learning and teaching. The questionnaire focused on student perceptions of academic resources, academic expectations, and overall university experience. The results indicated that there were not significant differences between traditional and non-traditional students with respect to their perceptions of post-secondary education. An appendix provides seven data tables. Contains seven references. (MDM)

ED 388 208 HE 028 752

Making Quality Count in Undergraduate Education. A Report for the ECS Chairman's "Quality Counts" Agenda in Higher Education.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Business Responsibility; Educational Assessment; *Educational Improvement; *Educational Policy; *Educational Quality; *Educational Research; Government Role; *Higher Education; School Business Relationship; State Government; Student Attitudes; Undergraduate Study

This report discusses the activities of the Education Commission of the States (ECS) to foster quality in higher education. Chapter 1 summarizes the ideas of Colorado Governor Roy Romer, 1994-95 ECS chairman, in regard to what state leaders should expect from higher education. Chapter 2 draws on conferences and focus groups ECS convened involving political, business, educational hypermedia CD-ROM version. The WEB specification model proposed constitutes an extension of a widely accepted hypertext reference model, the DEXTER model, extended using the MACT formalism. The learning program is composed of several hypermedia sequences; each of them is focused on a particular problem and contains modules which treat a particular aspect of the sequence main subject. Links to or from other modules of the same sequence are managed by the HyTuS pilot. The internal structure involves the three levels of the educational hypermedia: the hyperdocument, the supervision system, and the computer assisted instruction (CAI) components. WEB specification and extraction mechanisms are detailed. Concepts are illustrated in three figures. (Contains 14 references.) (MAS)

ED 388 225 IR 017 374

Bourdeau, J.; And Others
Accessing Distributed Multimedia Documents for Instructional Use.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Networks; Database Management Systems; Distance Education; Foreign Countries; Higher Education; Integrated Learning Systems; *Multimedia Materials; *Quality Control
IDENTIFIERS- *Distributed Computing; Teleuniversity PQ; University of Montreal (Quebec)

Students, teachers, and authors need to access multimedia documents over heterogeneous networks. The efficient handling of time-dependent multimedia information such as audio and video in distributed systems requires considerable network and computing resources. The term Quality of Service (QoS) refers collectively to the specifications of these resources for a given type of service, and to the mechanisms through which these resources can be allocated. QoS is a major consideration for instructional use. A Distributed Multimedia Database (DMD) (a distributed multimedia file system augmented by some search capabilities) was developed to answer these needs. Two sites at the University of Montreal and Teleuniversity (Quebec, Canada) campuses were interconnected, each site having a number of workstations. The network configuration consists of a low-speed line between the two campuses (modems at 14.4Kbaud/sec, yielding speeds up to 32Kbits/sec), connection two LANS (local area networks) (ethernet), one on each campus. DMD is built upon two components: Apple Remote Access (ARA), and the Alias mechanism of OS 7.1. The file system is implemented on Macintoshes in HyperCard, and the user interface consists of the following: a global catalog named GC, showing the list of all files available in the DMD; file display showing retrieved files; and audio and video control panel. The DMD has been connected to an integrated learning environment, HYPERGUIDE, which provides distance education students with the structure and objectives of a course, course contents, document base, and guidance throughout the learning activities. A scenario has been designed for computer supported collaborative learning activities using the DMD. The Distributed Jigsaw scenario was implemented and tested. Accessing multimedia documents over references.) (Author)

ED 388 244 IR 017 393

Ferrigno, Carmelo F.; Wiltshire, Denise A.
Development and Evaluation of a Series of Hypermedia Educational Systems for the Earth Sciences.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; *Computer Software Evaluation; *Earth Science; *Hypermedia; Instructional Effectiveness; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Multimedia Materials; Research and Development; *Science Instruction
IDENTIFIERS- Geological Survey

Hypermedia technology offers new opportunities for developing earth science teaching materials. During the past 3 years, the U.S. Geological Survey has conducted a series of research and development projects to assess the effectiveness of hypermedia technology in providing innovative teaching products for middle school students. The goal of this research is to develop interactive computer software that is based primarily on the visualization of earth processes to facilitate learning. As a result of the research, the U.S. Geological Survey has developed two hypermedia products that serve as prototypes of electronic teaching tools. Interdisciplinary teams were formed to design, implement, and test the educational hypermedia software products. The participation of teachers and students in the design and testing phases was critical to the success of the project. Standardized testing procedures were developed during the course of the project to ensure software quality. The combination of manual and automated testing procedures was essential to the success of product development. Preliminary results of the educational hypermedia study indicate that more stringent quantitative and qualitative evaluations of the products are needed. Producing multimedia educational tools for minimally-configured computers continues to pose problems for incorporating high-resolution animation, imagery, video sequences, and sound. The next phase of research conducted by the U.S. Geological Survey will focus on migrating from presentation-oriented hypermedia systems toward interactive applications that empower students with the capability to create their own multimedia notebooks. (Author)

ED 388 245 IR 017 394

Fishman, Barry J.; D'Amico, Laura M.
Which Way Will the Wind Blow? Networked Computer Tools for Studying the Weather.
PUB DATE- 94
NOTE- 9p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Educational Technology; Foreign Countries; Grade 1; *Natural Sciences; Primary Education
IDENTIFIERS- Finns

Using a pictorial computer simulation of a natural phenomenon, children's exploration processes and their construction of conceptual models were examined. The selected natural phenomenon was the variations of sunlight and heat of the sun experienced on the earth in relation to the positions of the earth and sun in space, and the subjects were 7-year-old Finnish first graders. When a child explored the simulation, each press of the mouse was recorded in the computer's memory, in order to note exploration pathways; pathways were then transferred to paper and a description technique was developed for them. Two tables show this technique and an example of a child's exploration pathway using the technique. Children's conceptual models were examined before and after the exploration of the natural phenomenon. Before the use of the simulation, children's conceptual models were at very different levels; during use, conceptual models developed in varying amounts, with knowledge constructions moving in the same general direction. (AEF)

ED 388 263 IR 017 412

Kass, Alex; And Others
Using Broadcast Journalism To Motivate Hypermedia Exploration.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Broadcast Journalism; Computer Software Development; *Courseware; Feedback; High Schools; High School Students; Hypermedia; Production Techniques; *Social Studies; *Student Developed Materials; *Student Motivation; Videotape Recordings
IDENTIFIERS- *Learning Environment

An effective learning environment must ensure that students are motivated to access whatever information is available, that they have an authentic context in which to situate that knowledge, and that they face challenges that allow them to put that knowledge to use. In an attempt to address these issues, a computer program was developed, called Broadcast News, which teaches social studies to high school students by allowing them to put together a television news show. The learning environment has two distinct layers: a task-environment layer, and an instructional layer. The task-environment layer consists of a miniature on-line production facility that students use to create a news show and the initial rough drafts of the stories that students will work on. The instructional layer provides expert feedback and additional sources that students can access to get the information they need to make editorial decisions. Use of Broadcast News includes asking questions of the experts, reviewing source material, editing the story, rewriting, submitting the story for expert review, anchoring, and viewing the show. After completing all the steps, the student may obtain a videotape copy of the show. (AEF)

ED 388 264 IR 017 413

plain English; it uses both the natural language system and the generic problem-solver from ALBERT. Moving ALBERT's natural language system to a new subject area is a relatively simple programming task that takes the form of minor adjustments to the vocabulary elements and the syntactic pattern database. (Contains 16 references.) (AEF)

ED 388 281   IR 017 430

Oliver, R.; Reeves, T.
An Investigation of the Use of Telecommunications To Increase Equity and Access to Education in Rural Schools in Western Australia.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Computer Uses in Education; *Distance Education; Elementary Secondary Education; *Equal Education; Foreign Countries; *Rural Schools; Telecommunications; Use Studies
IDENTIFIERS- *Australia (Western Australia); *Telematics

The provision of diverse and specialized educational programs to students in rural schools is hindered by many factors associated with the demography and sociology of the schools. This paper reports on a project in Western Australia called the PCAP (Priority Country Access Program) Project, that used audiographic systems to enhance the equity and access to schooling for students in rural schools. Telematics is a generic term that describes real-time electronic communications; one of the principle strengths of Telematics for distance education programs is its capacity to mimic conventional face-to-face teaching through a blend of interactivity and independence. There are a number of strategies that have been created as a means to judge the potential of telelearning courses that can be applied against Telematics to test its robustness and integrity as an alternate delivery platform. This study used qualitative data from multiple sources, including interviews, questionnaires and documentation. Telematics teaching was judged to have been successful and cost-effective by a large majority of the participating schools, teachers and students in four rural regions. As an instructional delivery platform, it is flexible and efficient, enhancing student interest and motivation, student/teacher and student/student interactivity, student autonomy, and enabling the delivery of specialist programs without a specialist teacher. (Contains 18 references.) (AEF)

ED 388 282   IR 017 431

Parkes, A. P.
Hypermedia Representations for Learning: Formal and Informal Observations on Designs and Directions.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English

Freedom" is a hypermedia application that combines text, graphics, and video footage in a collection of images and information about the American civil rights movement. It organizes information from four general perspectives in a single screen: people, places, events, and viewpoints; it also provides links to primary source documents. In May 1993, "Set On Freedom" was tested; subjects included seventh and eight grade students in a public school in rural Vermont. Students were interviewed before and after using this application on their impressions of and knowledge about civil rights and the civil rights movement. After using "Set On Freedom," students had much clearer conceptions of civil rights and the civil rights movement. There were implications that visual imagery might serve as a mnemonic device in students' mental representations of the material they covered. Students were found to perceive significantly more linkages between people, places, issues and events, even though they only identified slightly more items in the final interview. (Contains 15 references.) (AEF)

ED 388 299 IR 017 448

Takaoka, Ryo; Okamoto, Toshio
The Method To Acquire the Strategic Knowledge on Problem Solving.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Computer Assisted Instruction; Computer System Design; Expert Systems; Foreign Countries; High Schools; *Intelligent Tutoring Systems; *Knowledge Representation; Physics; *Problem Solving

As a person learns, his problem solving ability improves and one reason for this is the increased acquisition of "macro-rules" which make problem solving more efficient. An intelligent computer assisted learning (ICAI) system is being developed which automatically acquires the useful knowledge from the domain experts; as experts give the learning system instructions of how to solve given problems, the system extracts the strategic knowledge of problem solving from the instructions by generalizing them. The educational system then teaches and coaches students based on the acquired strategic knowledge by making a student give instructions instead of an expert, thus extracting a student's strategic knowledge. If macro-rules are prepared for various states, then the system is able to give an explanation of problem solving for various similar problems. The learning system described in this paper acquires strategic knowledge according to the model of explanation-based learning; the domain is physics at the high school level. Knowledge was prepared for the domain theory in terms of the knowledge: (1) for understanding the structure of a problem; (2) for inducing the appropriate formula from the problem structure; (3) for solving an equation; (4) for solving plane trigonometry; and (5) of a dictionary on the concepts/technical terms. The system makes the knowledge processing according to instructions on: attributes of objects; on defining attribute-value of an object as a variable; on a causal relationship among objects; and on equations. (AEF)

DESCRIPTORS- Access to Information; Administrator Role; *Budgeting; *Case Studies; Endowment Funds; Library Expenditures; Library Funding; *Library Policy; *Nonprofit Organizations; *Organizational Change; Organizational Development; Private Sector; Problem Solving; *Research Libraries; User Needs (Information)
IDENTIFIERS- Historical Background

This book presents a historical review of five private research libraries in the United States and analyzes how these five nonprofit organizations managed the pressures of change that all nonprofits face. Part one contains five case studies: (1) the Huntington Library, Art Collections, and Botanical Gardens; (2) the Pierpont Morgan Library; (3) the Newberry Library; (4) the Folger Shakespeare Library; and (5) the American Antiquarian Society. Part two contains four chapters on the dynamics of change. New demands for access and democratization are identified. Policies and practices in endowment management, factors that caused budget deficits, and the libraries' responses to financial pressures are discussed. An analysis is provided of organizational growth and how executives resolved the problem of adhering to the objectives of the library founders while addressing conflicting goals of society. Changes in the roles of executives are also examined. Appendices include data sources and methodological notes, as well as a series of data tables. (Contains 50 references.) (AEF)

ED 388 318 IR 055 683

Brostrom, David C.
A Guide to Homeschooling for Librarians. Highsmith Press Handbook Series.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Futures (of Society); *Home Schooling; Information Sources; Intellectual Freedom; Librarian Teacher Cooperation; Library Material Selection; Library Planning; Library Policy; *Library Role; *Library Services; Nontraditional Education; *User Needs (Information)

This book is a guide to providing library resources and services that support homeschooling. The first section contains an overview of the homeschooling movement, statistics that show a nationwide trend toward this form of education, and an examination of the motivations, philosophies and educational styles of homeschoolers. The second section discusses how to determine the needs of homeschoolers and how to establish policies and programs that reflect those needs. Sample programs and services are presented in the words of librarians who have worked with homeschoolers. There is a list of the ten most requested topics for books and materials, lists of what homeschoolers liked the most and the least about their libraries, and suggestions from homeschoolers on how to provide better service. In the third section, critical issues in planning services are described: materials selection, intellectual freedom, balanced collections, and censorship. The fourth section looks at the future role of libraries in terms of the library as a "homeschool laboratory," cooperation cases, and statutes. A statement on the rights and freedoms of students, a model student disciplinary code, and survey instrument from a study of disciplinary counseling personnel are appended. (KP)

ED 388 336 JC 950 519

Pierce, David R.
Statement by the President of the American Association of Community Colleges to the U.S. House of Representatives Subcommittee on Education, Training, Employment and Housing on Veterans' Affairs.
PUB DATE- 16 Nov 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *Community Colleges; *Continuing Education; Cooperative Programs; Educational Opportunities; Extension Education; *Federal Aid; Military Personnel; *Nontraditional Education; Student Financial Aid; Student Personnel Services; Two Year Colleges; *Veterans; *Veterans Education; Work Experience Programs
IDENTIFIERS- Palomar College CA; San Antonio College TX

Historically, community colleges have sought to serve the needs of and expand opportunities for the nation's veterans. Some attributes that make community colleges user-friendly for veterans are low tuition; alternative delivery systems, such as telecommunications and other forms of distance learning; occupational courses linked to the immediate demands of local employers; and work-based learning programs that give veterans the opportunity to employ skills they acquired in the service. One institution which strives to serve veterans is San Antonio Community College (SACC), in Texas, where 1,533 veterans enrolled in fall 1995. At SACC veterans receive such customized services as focused outreach and recruitment, veterans counseling, and computer-assisted instruction. Another model college is California's Palomar College which provides access to a full-time Veterans Supervisor and Guidance Tech, as well as nine part-time veteran assistants. The college also participates in the Transition Assistance Program (TAP), a workshop held once a week to provide veterans with information on application policies and procedures for collecting benefits for postsecondary education. However, only 40% or less of benefits available to veterans are currently utilized. To increase this figure postsecondary institutions must recognize the skills of former members of the military and integrate these experiences into programs and establish a national network of information about institutional and state policies toward veterans. Also, serious consideration should be given to increasing the basic level of benefits under the Montgomery GI Bill. (TGI)

ED 388 337 JC 950 520

Swenson, David; Souter, Sharon
Assessing Student Academic Achievement: One Institution's Experience.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North Central Association (100th, Chicago, IL, March 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 29p.; Paper presented at the Annual Assessment Conference of the South Carolina Higher Education Association (8th, Myrtle Beach, SC, November 15-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Attendance; Community Colleges; Educational Innovation; Educational Technology; Enrollment Influences; *Enrollment Management; Models; *School Holding Power; *Student Attrition; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Piedmont Technical College SC

Since 1988, South Carolina's Piedmont Technical College (PTC) has been engaged in a process to develop a functional model for calculating student retention. The college has defined retention as a series of levels at which students and the college persist and work to fulfill goals. This definition is based on the ideas that there is no single number to measure an institution's effectiveness; retention is a joint effort between the student and the institutions; and the term "persist" refers to the process of retention, while the term "success" refers to the product. To develop a system for determining retention, PTC applied Covey's "Seven Habits of Highly Effective People" to the retention process. As a first step in the new system, PTC classified students in the following categories: continuing students, reinstated students, transfer students, and first timers (i.e., those whose initial college experience is at PTC). After a trial run, the model was altered to account for graduates and treated developmental education as an academic program. The model now allows the college to determine both program and overall college retention rates for each of the four categories of students, as well as by student race, sex, age, and grade point average. Future plans for the system include incorporating retention as a major goal in the institutional plan and merging retention goals with student goals. Bibliographic citations of articles in the ERIC database related to retention and sample retention data are appended. (TGI)

ED 388 354 JC 950 539

Miller, Larry; Fuchcar, Paul
It's Perfect for You: The 1994 Recruitment Effort of Chattanooga State Technical Community College.
PUB DATE- May 95
NOTE- 8p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Declining Enrollment; Educational Development; Enrollment Influences; *Enrollment Management; Enrollment Projections; Enrollment Trends; Institutional Advancement; *Marketing; *Outreach Programs; Program Development; *School Holding Power; *Student Recruitment; Two Year Colleges
IDENTIFIERS- Chattanooga State Technical Community College TN

In 1993, Chattanooga State Technical Community College (CSTCC), Legislature in 1990 to allow qualified 11th and 12th grade high school students to take college-level courses at community and technical colleges. In fall 1994, 5,334 high school students were enrolled in college classes through the program, representing about 4% of the total high school juniors and seniors in the state. The colleges are reimbursed by K-12 districts at a rate of $74 per credit in academic and $96 per credit in vocational programs. The fall 1994 Running Start students had the following characteristics: (1) 66% of the participants were attending college full-time; (2) 61% were female and 12% were students of color; (3) 48% were working part-time while attending, while 2% were working full-time; (4) 90% were taking academic classes; (5) 1% were disabled; (6) the average grade point average of program students was approximately 2.8, approximately the same as the average of regular college freshmen; and (7) low-income students appear to be less likely than higher income students to participate in the program, an issue which is being addressed by the provision of assistance for books and fees by two-year colleges. Recommendations by the Legislature to improve the program include defining 5 quarter or 3 semester credits as equivalent to 1 high school credit and providing financial assistance to participating high schools. Tables of student characteristics and numbers of students by high school district for 1993-94 are included. (TGI)

ED 388 371 JC 950 558

Cooperative Education in the New Brunswick Community College System. Interim Report--Phase 1 = L'enseignement cooperatif dans le systeme du College communautaire du Nouveau-Brunswick. Rapport provisoire: phase 1.
PUB DATE- 10 Aug 95
NOTE- 92p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Education; *Cooperative Programs; Education Work Relationship; Foreign Countries; *Job Placement; *Needs Assessment; Outcomes of Education; Partnerships in Education; Program Descriptions; Program Development; *School Business Relationship; Two Year Colleges; Vocational Education; Work Experience Programs
IDENTIFIERS- *New Brunswick Community College System

In an effort to improve cooperative education (CE) programs, or those which formally integrate academic studies with work experience, in the New Brunswick Community College System (Canada), a study was conducted to explore the current status and structure of existing CE programs and determine approaches for future program development. This report presents findings from the first phase of the study which consisted of personal and telephone interviews conducted from June to July 1995 with personnel at provincial government agencies and community college systems. The first section describes the background to the study, while the second section provides an overview of CE in New Brunswick, Ontario, and Nova Scotia. This section also describes comparative student placement outcomes for New Brunswick and Nova Scotia, indicating that in 1994-95 the provinces placed 115 and 377 students, respectively. The third section discusses the following perceived issues and obstacles for CE development in New Brunswick: (1) uncertainty in the mandate, direction, and profile of cooperative education within the system; (2) difficulty in finding work placements for children, support for adults, and supportive frameworks) in five chapters: (1) "Support in the early years (Linda Miller); (2) Principles to Practice in Early Childhood Education" (Margaret Lally); (3) "Storytelling at Home and at School" (Carol Fox); (4) "The Role of the Adult in Supporting Children's Literacy Development" (Robin Campbell); and (5) "Supporting Young Children with Special Educational Needs--Inclusion for All?" (Sheila Wolfendale and Janine Wooste). The book offers practical advice for early childhood educators and parents. Among the advice offered is: (1) that the nature of positive support is interactive and must be housed in a strong external network; (2) children need to experience independence, choice, and responsibility; and (3) stories can be used to encourage writing skills. Contains approximately 72 references. (JW)

ED 388 390 PS 023 650

Townsend-Butterworth, Diana
Preschool and Your Child: What You Should Know.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Opportunities; *Evaluation Criteria; Parent Materials; Parent Role; Parent School Relationship; Preschool Children; *Preschool Education; Preschool Evaluation; *School Choice; Selection; Student Adjustment

Written for parents, this book answers the following questions: (1) What is preschool about, and what are appropriate parent expectations for the experience? (2) Why should (or shouldn't) a child go to preschool, and what are reasonable alternatives to preschool? (3) When is a child, and a parent, ready for the preschool experience? (4) What are the differences in preschools, and how do parents explore their options? and (5) How does one choose a preschool which will provide the best developmental atmosphere? The book is divided into four chapters. Chapter 1, "The Basic Ingredients of a Good Early Childhood Program or School," discusses characteristics of preschools; specific topics covered here include: early childhood classrooms; understanding terminology; and the goals of early childhood programs. Chapter 2, "A Parent's Dilemma: What To Look For, How To Choose," discusses how to choose a good preschool; specific topics are: location; educational continuity; and philosophy. Chapter 3, "Getting In: A Parent's Guide to Admissions," discusses preschool admissions; topics covered include: publicly financed programs; private preschools; and screening applicants. Chapter 4, "Parents and Children: Ready or Not," discusses preschool readiness; topics covered include: sending a 2-year-old to preschool; understanding separation; and compatibility between parent and school. (JW)

ED 388 391 PS 023 651

Papernow, Patricia L.
Becoming a Stepfamily: Patterns of Development in Remarried Families.
PUB DATE- 93
NOTE- 433p.

DESCRIPTORS- Access to Education; Adolescents; *Change Strategies; *Child Labor; Educational Benefits; Educational Opportunities; *Education Work Relationship; Elementary Secondary Education; Employment; Employment Opportunities; Foreign Countries; Labor Legislation; Latin American Culture; Latin Americans; Policy Formation; Preschool Education; Public Policy; *School Holding Power; Social Planning; Social Problems; Standards; Young Children

IDENTIFIERS- *Caribbean; *Latin America; UNICEF

Following background information on primary school completion rates in Latin America and the Caribbean, this report discusses: (1) the problems of child labor in these regions; (2) a proposed action program for UNICEF and its partners; (3) an analysis of the child labor situation, including research and evaluation; and (4) possible solution strategies. While Latin American and the Caribbean seem to be experiencing robust economic growth, the primary school completion rate in these areas is deplorable. This is particularly problematic because it comes at a time when there is an increasing need for workers educated at the post-secondary level. A UNICEF plan to fight this problem includes the following principles: (1) organizations should work for the eradication of labor for children 12 and under; (2) for children 14 and under, the primary focus should be on formal schooling; (3) for 15- to 18-year-olds, the focus should be on providing appropriate occupation benefits, including, most importantly, educational measures. To better understand the problem of child labor in these regions, there needs to be systematic information gathering on working children which supports the principles listed above. Any recommendations or efforts dealing with the problem of child labor must be aware of the economic and ethical issues involved. (JW)

ED 388 411 PS 023 692

Cornia, Giovanni Andrea

Ugly Facts and Fancy Theories: Children and Youth during the Transition. Innocenti Occasional Papers Economic Policy Series, Number 47. Special Subseries: Economies in Transition.

PUB DATE- Apr 95

NOTE- 59p.; An earlier version of this paper was presented at the seminar, "Children in a Period of Transition: Childhood Research and Policies in Central and Eastern Europe" (Vienna, Austria, November 25-27, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Child Welfare; Delinquency; Economically Disadvantaged; *Economic Change; Economic Factors; Elementary Education; Foreign Countries; Policy Formation; Poverty; Preschool Education; Public Policy; *Social Change; Social Planning; Social Problems; Standards; Student Welfare; *Young Children

IDENTIFIERS- *Europe; Europe (East); UNICEF

This is a report sponsored by UNICEF on the effects of economic and political transition in Europe, particularly Eastern Europe, on young children and adolescents. The economic theories and changes in labor and markets which have characterized European transitions in the past few years have paid little attention to issues of poverty and child welfare. This economic transition has placed increased responsibility on families who find themselves undergoing economic hardship. The

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Educational Change; *Family Day Care; Foreign Countries; *Incentives; *Morale; Motivation; Publicity; Questionnaires; Resistance to Change; Self Esteem; Stress Management; Workshops
IDENTIFIERS- Ontario (Simcoe County)

This practicum was designed to develop an incentive program for family home day care providers employed by an agency in Simcoe County, Ontario, Canada, that was undergoing a change from for-profit to non-profit status. During the period of changeover, provider uncertainty as to their status led to declining morale, lack of focus, and resistance to change. An incentive program was developed that included an information packet for day care providers, a stress management workshop, a public awareness campaign, philanthropic activity, and an awards ceremony. Surveys were distributed before and after implementation to evaluate the effectiveness of the program. The surveys found that the program increased provider and staff self-esteem, self-confidence, and motivation. Twelve appendices provide information on the stress management workshop, provider and staff surveys, photographs of the awards presentations, a program flier, publicity, and correspondence related to the incentive program. (Contains 39 references.) (MDM)

ED 388 431 PS 023 744

Decade of Indifference: Maternal and Child Health Trends. 1980-1990.
PUB DATE- Mar 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Birth Weight; *Child Health; Family Health; Health Care Costs; Infant Care; Infant Mortality; Medical Care Evaluation; Medical Services; *Objectives; Prenatal Care; Social Problems
IDENTIFIERS- *Maternal and Child Health Services

In 1978, the Surgeon General established objectives to be met by 1990 for maternal and child health. Using statistical data, this report by the Children's Defense Fund evaluates the extent to which those objectives have been met. In particular, data gathered in this report show: (1) the nation failed to meet goals for increasing prenatal care, and decreasing low birthweight, postneonatal mortality, and infant mortality, and the nation actually regressed on two of these measures; (2) the nation met goals for lessening the incidence of neonatal mortality, and the measures used to do so are based mainly on expensive, sophisticated medical technology; (3) only 3 states met goals for decreasing the incidence of low-birthweight births, 12 states will not meet these goals before 2035, and 23 states are moving in the opposite direction or making no improvement; (4) 27 states met the goal of decreasing infant mortality, but Alaska, Georgia, Louisiana, Michigan, Mississippi, South Carolina, South Dakota, West Virginia, and the District of Colombia will not meet 1990 goals until at least 1995; other states will not meet the goals until 2004. (Includes 26 tables of statistics on child and maternal health.) (JW) wish to share with their parents. They are accountable for their grades and understand they must be prepared to explain any unacceptable grades. Materials presented at the conference include: (1) the "goals for growth" folder; (2) student-designed "coat of arms" depicting the student's strengths; student assignment notebooks; grade information; portfolios--academic and career guidance; and a thank-you card from the student to the parents. During the conferences, students and parents are encouraged to focus on problem-solving strategies and to develop a plan of action for the future rather than fixate on past performance. At the end of the conference, parents and students complete questionnaires evaluating the effectiveness of the student-led format, which have generated both positive and negative parent responses. Teachers, on the other hand, overwhelmingly support the student-led conferences. While achieving all the goals of the traditional conference model, student-led conferences include students as active partners in the educational process. (HTH)

ED 388 450 PS 023 813

Douglass, Adele; Winterfeld, Amy
Helping Children and Families through Legislative Activism: A Guide to the Legislative Process.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Children; Federal Legislation; Government (Administrative Body); Hearings; Laws; Legislators; *Lobbying; Policy Formation; Politics; *Public Policy; *State Legislation

This guide to the legislative process provides information on how to work within the legislative process for changes benefiting children and families. The guide is divided into 5 major sections: (1) know the issues and know the state and congressional legislative systems; (2) know how to express an opinion; (3) communications from non-profit groups; (4) know the federal legislative process; and (5) understand authorizations and appropriations. Specifically, the guide provides information on: (1) the power of personal visits, letters, telephone calls, telegrams, and voting; (2) the House of Representatives and the Senate; and (3) budget requests, budget authorizations, review and approval processes, Subcommittee and Committee hearings, floor action, the House and Senate Conference, and appropriations. A glossary of terms is included. (JW)

ED 388 451 PS 023 823

Donate-Bartfield, Evelyn L.; Passman, Richard H.
Strangers' Spending Time with Children Affects Adaptation to Maternal Separation.
PUB DATE- Aug 95
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 388 468   RC 020 286

John, Rosa; And Others
Inside the Circle: Kehewin Native Education Manual.
SPONS. AGENCY- Employment and Immigration Canada, Ottawa (Ontario).
PUB DATE- Apr 94
NOTE- 99p.; Funding also provided by Kagita Mikam and The Kawartha World Issues Centre.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Alaska Natives; *American Indian Culture; *American Indian Education; American Indian History; Canada Natives; *Cultural Activities; *Cultural Education; Curriculum Guides; Elementary Secondary Education; Foreign Countries; Lesson Plans; Oral Tradition; Tribes
IDENTIFIERS- *Native Americans

The book is divided into four sections in a way that ensures seasonal recognition and environmental awareness. Each chapter within the sections begins with one or more oral histories from Native nations relevant to the concepts and ideas covered in that chapter. The student is introduced to the Native perspective through the concept of the circle, which has no beginning or end, encompasses all directions, and includes all creatures and elements of nature. This is contrasted with the non-Native perception that time and its relation to nature is linear, with a beginning and an end. This fundamental difference in world views is evident throughout the book. Section 1, Fall, covers the circle and education wildlife study, astronomy, games and sports, food, lodges and tipis, and the hunt. Section 2, Winter, covers communication and memory, and the following individual nations from Alaska to South America: Haudehoshonee, Anishnabe, Metis, Inuit, Kwakiutl, Plains Cree, Maya, and Taino. For each nation, information such as its creation story, social and governing organization, lifestyle, and history before and after contact with Whites is given. Section 3, Spring, covers social dances, the drum, ceremonies, environmental issues, and medicines. Section 4, Summer, covers water, feelings, and outdoor life. (TD)

ED 388 469   RC 020 288

Walker, Sherry Freeland, Ed.
Rural Education.
PUB DATE- 93
NOTE- 14p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Consolidated Schools; Distance Education; *Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; Politics of Education; Rural Education; *Rural Schools; *Rural Urban Differences
IDENTIFIERS- Barriers to Change; *Reform Efforts

This theme issue on rural education focuses on the unique characteristics and problems of rural schools, and discusses how the "top down" and "one size fits all" nature of the last decade of reforms has not taken these into account. To better address the situation of rural and small schools, various strategies are offered that involve distance learning, model. Chapter 3 presents 12 outdoor adventures that move instruction into the community. Developed for grades 4-9, these adventures can be adapted to most ages or to nonschool situations or can be a model for teachers to develop their own thematic units. Each adventure contains an organizing problem, background, outcomes, activities, reflection questions, and performance assessments. Themes include observing people at the shopping center, community planning, local pollution problems, starting a democratic society, homesteading, seeing a city block, fast-food fact finding, scouting the school grounds, reading the cemetery "story," down the drain, nature in the city, and creating a nature trail. Appendices contain a brief history of outdoor education and experiential learning, an environmental inventory, bibliographies of related materials, guidelines for creating student-centered learning communities, related organizations, and 15 ways to study a place without a guide. Contains 44 references. (SV)

ED 388 486 RC 020 335

Martin, Christopher J.
Schooling in Mexico: Staying In or Dropping Out.
PUB DATE- 94
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Classroom Environment; *Dropouts; *Educational Attitudes; Educational Development; Elementary Education; *Elementary Schools; Elementary School Students; Foreign Countries; Parent Attitudes; *Parent School Relationship; Parent Student Relationship; *School Attitudes; School Holding Power; Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *Mexico (Guadalajara)

Although a recent Mexican survey found that schooling was the public institution that inspired the most confidence, Mexican government figures for the past decade reveal high dropout rates, particularly at the primary level. This book casts light on this paradox by detailing various social relationships of schooling in two elementary schools in a working-class neighborhood of Guadalajara (Mexico). Chapters focus on effects of austerity (declining wages and cuts in educational expenditures) on educational performance; reform, decentralization, and modernization in the Mexican educational system; social context of the two schools and their administration, daily schedules, material resources, and curriculum content; teaching methods, discipline, classroom environment, teacher-student relationship, and student peer relationships; teachers' labor relations, local politics of teaching, and teacher supervision and assessment; educational and school attitudes of urban working-class families and family influences on children's achievement; student attitudes and the young child's world in and out of class; the study routine, teacher's personal authority, and students' attitudes toward teacher characteristics; and dynamics of the teacher-parent relationship. This book concludes that the relationship between home and school is at the heart of the school failure problem. The educational commitment of both parties is circumscribed, conditioned by household circumstances on the parents' side and by demanding work routines and service conditions on the teachers' side. Yet each expects unconditional commitment from the other, and overworked teachers often attempt to off-load

What Education for What Citizenship?
PUB DATE- Mar 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Citizenship; *Citizenship Education; *Concept Formation; *Cross Cultural Studies; Educational Strategies; Elementary Secondary Education; Global Education; Intercultural Programs; *International Programs; *Program Effectiveness; Program Implementation; Program Improvement

The International Project "What Education for What Citizenship?", covering about 40 countries, is the first project ever conceived on such a scale and having a truly cross-cultural character. This publication discusses methods used to address some major questions related to increasing the relevance and efficiency of citizenship education. Discussion throughout is placed in the context of two major universalizing global trends: (1) the generalization of the free market economy, together with policies aimed at fast development; and (2) political transitions towards the establishment of democratic regimes. After describing the activities of the project and the need for citizenship education, a framework for building the concept of citizenship and the nature of citizenship education is presented. Four main content dimensions of citizenship education are reviewed: human rights, democracy, development, and peace. Five main criteria to approach citizenship education are identified: pluralism, a multi-level perspective, institutional wholeness, integrative and holistic approaches, and cultural relevance. Organization of messages, teaching/learning strategies, and learning processes are key implementation concerns discussed. Finally, strategies by which information on citizenship and education should be distributed are provided. The publication contains a listing of major research findings that need extended cross-cultural verification. (LZ)

ED 388 505 SE 056 596

Pauker, Robert A.; Roy, Kenneth Russell
Strategies for Learning: Teaching Thinking Skills across the Curriculum through Science. Analyzing Information and Data. Teacher's Edition. First Edition.
PUB DATE- 91
NOTE- 75p.; For related document, see SE 056 597.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Critical Thinking; *Data Analysis; *Data Collection; Demonstrations (Science); Elementary Secondary Education; *Hands on Science; Observation; Science Activities; Science Education; Science Experiments; *Science Process Skills; *Scientific Methodology; Teaching Guides

Science process skills such as observing, classifying, inferring, interpreting, predicting, and hypothesizing can all be classified as a sub category of thinking skills. This book is part of the series "Strategies for Learning" that focuses on the step-by-step development and application of thinking skills as a vehicle for learning science. The series provides an organized collection of hands-on activities that teaches process science through thinking-skill experiences. Each activity is preceded by a user-friendly teacher's guide that role-playing, and cultural exercises are suggested. (MSE)

ED 388 068 FL 023 318

Koch, Denise W.
Foreign Language in MBA Programs: A Report on a Survey of MBA Program Directors.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 6-8, 1995). For related documents, see FL 023 315-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Business Administration Education; *Business Communication; Cultural Awareness; Curriculum Design; Higher Education; Intercultural Communication; International Studies; *Language Role; *Languages for Special Purposes; Masters Programs; National Surveys; Second Language Instruction; *Second Languages

A 1994 national survey of directors of 69 master's in business administration (MBA) programs gathered information on business language course offerings. Results indicate that while the issue of business foreign languages was of interest to administrators, their inclusion in the MBA curriculum was not widely supported. At present, about 80 percent of responding programs do not offer foreign language classes within the MBA program, and only 10 percent are contemplating adding them. However, there does appear to be an effort to provide students with the opportunity to develop language skills while in the program, by allowing students to take courses offered in the modern language department or contracting with outside agencies. Overall, directors' attitudes toward offering language courses were neutral, and their perception was that few faculty felt language courses were important to the MBA. Institutions offering a degree in international business were more likely than others to support language courses. Issues mentioned by respondents included how business language would fit into an already established program and how students could include them in an already intensive degree program. A copy of the survey and response data are apended. Contains 10 references. (MSE)

Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; *Bilingual Students; Child Language; *Evaluation Methods; *Language Acquisition; Language Proficiency; Language Skill Attrition; *Preschool Children; Preschool Education; Second Language Learning; *Student Evaluation
IDENTIFIERS- California

This guide offers advice on the assessment of the language development abilities of bilingual preschool children. A brief review of general bilingual child language development, including mixing and loss or semilingualism, is followed by a review of current assessment practices. A language assessment procedure developed for the State of California for use with bilingual preschool children is detailed. It includes making the plan, collecting information, developing a portfolio and a narrative summary, meeting with the family and staff, and developing an appropriate curriculum. This assessment process must be repeated continually as the child develops. Using such a program will require drastic reform and, with it, a restructuring of time uses, professional staff development, accountability, and the parent-school relationship. (Contains 23 references.) (NAV)

observer perspective might more easily allow the gesturer to combine a close view with objectivity, a combination that might improve problem-solving efficiency. Outside observer perspective may be better suited to other-directed expression of ideas. (Author/MSE)

ED 388 109   FL 023 387

Norris, Suzanne
Responding to the Adult ESL Writer: A Teacher-as-Researcher Case Study.
PUB DATE- 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Sunshine State Teachers of English to Speakers of Other Languages (TESOL) (Jacksonville, FL, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Case Studies; Classroom Research; Classroom Techniques; *English (Second Language); *Error Correction; Foreign Students; Graduate Students; Higher Education; Instructional Effectiveness; *Limited English Speaking; Teacher Student Relationship; Writing (Composition); *Writing Instruction

A study investigated the use of specific error correction and writing instruction techniques in a composition course designed for foreign graduate students. Weekly in-class student essays on assigned topics were returned to them ungraded but containing explanations of grammar points, confusing vocabulary, content, and organization. A conscious effort was made to find praiseworthy elements in every essay. Student discussion was encouraged. In addition, classroom instructional units taught a variety of editing techniques. This comprehensive response strategy was intended to develop students' ability to self-edit. Case data were collected on one Chinese doctoral student, selected because of his motivation, receptiveness to the approach, high first-language literacy level, and metalinguistic awareness that facilitated analysis and discussion of his writing. Data were gathered from in-class essays, taped conferences, formal writing samples, taped formal presentation, and classroom observations. Analysis found that despite focused feedback and assisted production, the student's writing did not improve, and in some respects deteriorated. While his writing and risk-taking increased, with improvement in content, organization, logical transitions, vocabulary, and mechanics, it was marked throughout the study by non-native constructions, suggesting a need for some cognitive restructuring to address the speech-writing connection. Lessons learned and implications for classroom technique are explored. Contains eight references. (MSE)

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *College Attendance; *College Students; Community Colleges; Early Intervention; Educational Attainment; Educational Attitudes; Educational History; Government Role; Higher Education; Influences; *Low Income Groups; *Mentors; *Poverty; Poverty Programs; Selective Colleges; Student Attitudes; Student Financial Aid
IDENTIFIERS- First Generation Students

This book examines how individuals from low-income families in the United States are able to attend college. Part 1 focuses on the odds against a poor person attending college, looking at the reality of growing up poor in the United States and the odds against escaping such poverty. Part 2 examines how poor people beat such odds, presenting a study of 24 poor, first-generation college students that seeks to identify the factors that enabled these individuals to attend college. It describes the experiences of the most successful among the group, namely those attending highly selective universities, as well as less successful individuals, namely older adults attending community colleges. Part 3 focuses on how to improve the odds for poor people, concentrating on the positive role of mentors in the lives of the individuals in the study. The book concludes by discussing financial aid, early intervention, and transition programs that may help even the odds for poor people hoping to attend college. Two appendixes provide brief biographies of the students interviewed for the study and a demographic profile of the students. (Contains 84 references.) (MDM)

and tables present data on aid awarded; aid by source; costs; number of recipients and aid per recipient; loans and their amounts; percentage distribution from various programs; grants, loans, and work as percentage of total aid; and Pell Grant awards. Highlights include: (1) total available aid in 1994-95 was $46.8 billion; (2) the federal government provided 75 percent of available student aid in 1994-95 (vs. 80 percent 10 years ago); (3) the largest single source of aid in 1994-95 was federal loans which provided $26 billion in 7.7 million loans; (4) loans are administered through two major programs, the Federal Family Education Loan Program and the Ford Direct Student Loan Program; (5) The Ford program was created in 1993, and began disbursing loans in 1994-95 directly from the United States Treasury. Appendixes contain tables showing aid awarded in current dollars and constant dollars from 1963-64 through 1984-85. (JB)

obtained from a biennial survey of first-time students attending Pennsylvania colleges and universities and comparative national data from surveys conducted by the National Center for Educational Statistics. Individual tables and figures provide information on: (1) residence of first-time students in Pennsylvania colleges and universities by level, selected years, fall 1986 through 1994; (2) residence of first-time students, all levels, fall 1994; (3) estimated data on the residence of all students by institutional category and level, fall 1994; (4) estimated data on the residence of all students, fall 1994; and (5) estimated data on the residence of all students attending Pennsylvania colleges and universities by level and selected states, fall 1994. Appendices provide additional data on residence of first-time students by level, institutional category, and migration by state. A glossary as well as notes on sources and nonrespondents are also provided. (DB)

Students and Teachers in the Diverse Classroom," looks at diversity, disability, average ability, high ability, and the effects of accommodation to diversity on classroom and university policies. Chapter 6, "Shameful Admissions: Offering Less and Less to More and More," touches on evidence that higher education is in decline. Chapter 7, "Can We Serve Them All?" juxtaposes and merges views regarding diversity, excellence, and opportunity. Lastly, chapter 8, "Rethinking Pathways to the American Dream," offers alternative visions for the future. (Contains 338 references.) (JB)

ED 388 188   HE 028 731

Bell, Stephen
Student Satisfaction at York University, Canada.
PUB DATE- 21 Dec 94
NOTE- 19p.; Paper presented at the Annual Conference of the Society for Research in Higher Education (York, England, United Kingdom, December 19-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; *College Students; *Educational Quality; Extracurricular Activities; Foreign Countries; Higher Education; Organizational Communication; *Satisfaction; Sex Differences; *Student Attitudes; Student College Relationship; Student Participation; Student Personnel Services
IDENTIFIERS- *York University ON

In light of pressures on higher education institutions to improve efficiency and effectiveness, York University (Ontario, Canada) undertook a research program that included a survey of student satisfaction. The survey sought information on student satisfaction with elements of their academic program and program services, the extent to which the various methods used by the faculty and university to communicate with students were effective, the quality of non-academic services, and the extent of student involvement in extra-curricular and co-curricular activities. To facilitate further in-depth analysis, demographic data such as hours of paid work, gender, grade point average, year level, and race were also collected. The survey was sent to a random sample of students, approximately 12 percent of the 43,000 member student body, stratified by student year. The overall response rate was 37.5 percent. Results showed a high degree of overall student satisfaction across a wide range of items. Students wanted more computing services. They also wanted choice courses to be more available. Also, female students were less satisfied than males. Finally, there was a disparity between student perception of quality in their own academic programs and their teachers which received a high rating, and the university in general which received a much lower rating. It was concluded that this indicated that York University continued to have a serious reputational problem with undergraduates which must be addressed. (JB) and education leaders to explore what quality in higher education means and how it can be measured. Chapter 3 analyzes what undergraduate students expect in terms of the quality of services provided and the results achieved. Chapter 4 summarizes the findings of research on the characteristics of high-quality undergraduate education. Chapter 5 summarizes key findings from the previous chapters and outlines a shared agenda for quality involving governmental and institutional leaders, faculty and students, and employers and business leaders. (MDM)

ED 388 209 HE 028 753

Breaking Anonymity: The Chilly Climate for Women Faculty.
PUB DATE- 95
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Attitudes; Colleges; *Educational Environment; Educational Policy; Feminism; Foreign Countries; Higher Education; Law Schools; Racial Bias; Racial Discrimination; *Sex Bias; *Sex Discrimination; Sexual Harassment; Student Attitudes; *Universities; *Women Faculty
IDENTIFIERS- Canada; Faculty Attitudes; *University of Western Ontario (Canada)

This collection of 12 essays focuses on the often hostile climate that many women face on Canadian college and university campuses. Several essays concentrate on experiences of women faculty, students, and employees at the University of Western Ontario (Canada). The essays are: (1) "Introduction--Surviving the Contradictions: Personal Notes on Academia" (Patricia A. Monture-OKanee); (2) "The Contexts of Activism on 'Climate' Issues" (Alison Wylie); (3) "An Historical Perspective: Reflections on the Western Employment Equity Award" (Constance Backhouse); (4) "The Chilly Climate for Faculty Women at Western: Postscript to the 'Backhouse Report'" (Constance Backhouse and others); (5) "Epilogue: The Remarkable Response to the Release of the 'Chilly Climate Report'" (Gillian Michell and Constance Backhouse); (6) "'Reinventing Our Legacy': The Chills Which Affect Women" (President's Advisory Committee on the Status of Women, University of Saskatchewan); (7) "Gender Bias within the Law School: 'The Memo' and Its Impact" (Sheila McIntyre); (8) "Ka-Nin-Geh-Heh-Gah-E-Sa-Nonh-Yah-Gah" (Patricia A. Monture); (9) "The Gender Wars: 'Where the Boys Are'" (Bruce Feldthusen); (10) "'Race Relations' Policy Brought to Life: A Case Study of One Anti-Harassment Protocol" (Leela MadhavaRau); (11) "Lesbian Perspectives" (Claire Young and Diana Majury); and (12) "Conclusion" (Alison Wylie). An epilogue "Studying Science, Playing Politics" (Deborah Skilliter) concludes the book. (MDM) heterogeneous networks can benefit students and authors. Facilities for QoS negotiation is critical for instructional use. (MAS)

ED 388 226 IR 017 375

Brown, I. C.; And Others
Multimedia Training Systems for the Elderly and the Impaired.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Literacy; Courseware; Daily Living Skills; *Disabilities; Foreign Countries; Information Technology; Instructional Systems; *Multimedia Instruction; *Older Adults
IDENTIFIERS- Learning Environment; Prototypes

Application of Computer-based systems to Training in Information Technology (ACT-IT, a project by a consortium of partners in the United Kingdom and the Irish Republic, is part of the TIDE program, an initiative of the European Community (EC) to make information technology more accessible to disabled and elderly people. This paper outlines the work of the ACT-IT project and highlights certain aspects of it. The project aims to help intellectually impaired or elderly people use information technology at work and in everyday situations. The objective has been to facilitate the learning of those skills which are needed in order to interact effectively with information technology. The project has created a prototype multimedia learning environment which takes into account the needs of intellectually impaired people and assists potential courseware authors in creating multimedia courses for such users. A model of intellectual impairment has been produced which analyzes the needs of the target learner-users. Also a taxonomy of information technology situations and a model of access needs are provided which analyze those skills needed to cope with information technology in the variety of situations that arise in everyday life and employment. Two prototype pieces of courseware have been produced using the multimedia courseware production environment. The first deals with the task of obtaining cash from an automated teller machine. In the second, the learner-user is taught how to find a book in the library using a computer-based catalog. Thirteen teaching utilities were identified and used in the ACT-IT PROJECT: attention-grabber; personal tutor; application context; peer group modeling; simulation; action replay; notebook; assessment; reward; analog task map; choice; tea break; and personal assistant. (MAS)

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Access to Information; *Computer Networks; Computer Uses in Education; Courseware; *Earth Science; Hands on Science; High Schools; *Science Education; *Teaching Methods; Telecommunications; *Weather

A suite of networked computer tools within a pedagogical framework was designed to enhance earth science education at the high school level. These tools give students access to live satellite images, weather maps, and other scientific data dealing with the weather, and make it easy for students to make their own weather forecasts by creating high-quality weather maps. These tools are part of the Learning Through Collaborative Visualization (CoVis) project, an advanced technology research and development effort to explore the effects of giving high school students access to many of the same visualization and electronic communication tools used by scientists. The CoVis project is currently working with two high schools in the Chicago (Illinois) area, providing them with technology and curriculum support. To facilitate student work, the CoVis team designed front-end software that assists students in making connections between the visualizations and the phenomena they represent. Three specialized communication tools are provided to allow students located in different classrooms to work collaboratively on projects: Cruiser, a desktop video telephone system, a commercial screen sharing tool called Timbuktu, and a specialized "Collaboratory Notebook" for recording projects and the storing and retrieving of jointly created artifacts. The CoVis classroom uses the learning by doing teaching method, exemplified by the project method of doing science, and the teacher becomes a source of support and guidance, not a source of information. The linking of the CoVis weather tools and the pedagogical approach of the CoVis classroom links the learning of science with the practice of science. Four figures illustrate project computer screens. (Contains 13 references.) (Author/MAS)

Ki, W.; And Others
A Knowledge-based Multimedia System to Support the Teaching and Learning of Chinese Characters.
PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Computer Graphics; *Computer System Design; *Courseware; Educational Technology; Foreign Countries; *Ideography; *Language Acquisition; Language Patterns; Learning Activities; Learning Strategies; *Multimedia Materials

A current project is underway to develop a multimedia system that would support the teaching and learning of Chinese characters, as well as provide a platform for conducting research into the cognitive aspects of Chinese language acquisition. Although the number of commonly used Chinese characters amounts to thousands, there are many structural commonalities and regularities among the characters. One of the objectives in developing the system is to build a knowledge-base representing the structural features of and relationships among Chinese characters, where these structures can be made more explicit and explorable to the learner. The computer, with its interactive graphic ability, can provide a medium where character structures can be presented with flexible highlights directing learners' attention to various components; it can also provide a variety of activities where the learner can practice disassembling and assembling logographic components of Chinese characters. It is envisaged that through interactions with such environments, the learner would be able to develop a structural understanding about Chinese characters and acquire effective strategies for learning them. (Contains 17 references.) (AEF)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer System Design; Constructivism (Learning); Discovery Learning; Foreign Countries; *Hypermedia; *Interaction; *Knowledge Representation; Symbolic Learning; *User Needs (Information); Use Studies
IDENTIFIERS- Learning Environment

This paper focuses on issues of representation and interaction styles that are relevant considerations in the design and analysis of hypermedia learning environments. Analysis is supported by examples from the "HUGH" series of studies involving learners in reasoning about formal hypermedia representations. The representational issues include analogical representations versus fregeian representations, multiple representations versus single representations and replete representations versus minimal representations. Analogical representations are those in which relationships in the represented entity are symbolized by actual relations, as opposed to names of relations. Another critical design issue is whether the user is provided with one representation or several, one encoding expressed in one medium or several encodings expressed in a variety of media. Another issue for consideration of representation style is a minimal design approach to prevent information overload that might occur with replete representations. Additional issues include the extent to which the imposition of additional constraints can be a useful feature and whether users learn more from exploring a representation or from building on for themselves. (Contains 20 references.) (AEF)

ED 388 300 IR 017 449

Vadaparty, K.; And Others
On the Design and Development of Pedagogy-First CAI Tools for CS Education.

PUB DATE- 94
NOTE- 7p.; In: Educational Multimedia and Hypermedia, 1994. Proceedings of ED-MEDIA 94--World Conference on Educational Multimedia and Hypermedia (Vancouver, British Columbia, Canada, June 25-30, 1994); see IR 017 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; Animation; *Computer Assisted Instruction; *Computer Science Education; *Computer Software Development; Data; Graduate Study; Higher Education; *Instructional Design; *Multimedia Materials; Nontraditional Education; Undergraduate Study

This paper presents the implications of an ongoing project on the design and development of multimedia instructional material for teaching and learning computer science topics at both graduate and undergraduate levels. Important pedagogical requirements that CAI software should satisfy include: (1) animation of the changes in tree topologies; (2) coordination of the text of the algorithm, the explanation of what is happening at the current step and the interactive animation; (3) superimposition of meta-algorithmic information; (4) presentation of dynamic examples; (5) the ability to create dynamic quizzes; and (6) augmenting data structures with procedures. Subject matter is divided into themes, as in traditional classroom instruction, and the software is developed for each of these themes. The current theme is tree data structures, such as binary trees, red-black trees, and 2-3 trees. The tools are intended to relieve students of the burden of visualizing the data structures and to enable teachers to concentrate more on the principles behind the data structures than on the mechanical operations. (Contains 10 references.) (AEF)

between libraries, homeschoolers and school districts, and the onset of online home education. Appendices provide various sources for information on homeschooling including: homeschooling organizations; periodicals, newspapers, newsletters; correspondence schools and instructional service providers; homeschool curriculum and resource suppliers and publishers; suppliers of home education video and audiotapes; educational and/or homeschooling software suppliers; online home education connections; and a bibliography, as well as a homeschooling survey for librarians. (AEF)

ED 388 319 IR 055 824

Subject Index to SPEC Kits in Print 1973-1993.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; College Libraries; Higher Education; Indexes; *Library Administration; *Research Libraries; *Resource Materials
IDENTIFIERS- Association of Research Libraries; *SPEC Kits

The Systems and Procedures Exchange Center's (SPEC) Kits contain up-to-date information on the latest issues of concern to college and academic libraries and librarians today. This subject index to SPEC Kits covers all kits currently available from the Association of Research Libraries (ARL) Office of Management Services. Under each subject heading, kits are listed by title, beginning with the most recent. Subject headings are based in part on "Library Literature." A complete list of all SPEC Kits is included at the end of the document. This list is by number and date and also includes the ED number for kits available in the ERIC Microfiche Collection. Out-of-print kits are not included in the index but to appear in the complete list of SPEC Kits. Photocopies of the out-of-print kits can be obtained from the ARL Publications Department, with the exception of those marked N/A. (JLB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Basic Skills; *College Outcomes Assessment; *College Planning; Community Colleges; *Course Descriptions; Critical Thinking; Evaluation Methods; *Minimum Competencies; Problem Solving; Program Effectiveness; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *New Mexico State University Carlsbad

In preparation for an accreditation visit, New Mexico State University at Carlsbad (NMSU-C) developed plans and strategies for measuring student academic achievement. One of the first tasks completed was the development of a standardized syllabus format. The format includes course information, such as the title, number, name of instructor, available office hours, and required textbooks and supplies; a list of topics instructors will present; a list of objectives that students will accomplish; and techniques that will be used to measure students' progress. To make syllabi more uniform, NMSU-C then developed the following generalized student outcomes: (1) effective communication; (2) problem solving; (3) critical/creative thinking skills; (4) awareness of diverse cultures; (5) awareness of the sciences; (6) collaborative working skills; (7) computational skills; (8) effective and responsible interaction in society; and (9) computer and information literacy. For each of the areas, faculty developed a list of competencies that would indicate the student had acquired these skills. Faculty then compiled a list of measures they use to assess the outcomes. Finally, a series of tables were developed to show what courses satisfied the target skills for a specific degree program, and whether the classes taught, emphasized, or reinforced the outcomes. The tables are useful to demonstrate that each associate degree at NMSU-C satisfies the specified skills. (A sample table for core and degree classes is included.) (KP)

in Tennessee, experienced its first drop in enrollment in 7 years. In an effort to increase enrollment, the CSTCC adopted a new approach to marketing. First, external factors that indicated a potential further decline in enrollment were examined and a four-part strategy that included research, program development, outreach, and promotion was implemented to respond to the changing external forces. Research initiatives included analyses of local economic development and demographic studies and annual surveys of students. Programs developed in response to findings included on-site college-level courses for business and industry; 25 specialized, short courses, most for 1 hour of college credit; and flex entry classes, allowing students to add classes up to 2 weeks into the semester. Outreach efforts consisted of mail and telephone recruitment, increasing hours of operation and sites to facilitate student registration, disseminating information at malls, organizing town meetings, and visits to high schools and over 175 area businesses. With respect to promotional activities, CSTCC offset declines in available resources by utilizing electronic and print media advertising, outdoor display advertising, an information center at the shopping mall, and a cable television "documercial." As a result of these efforts, the college managed to achieve its goals of maintaining the level of enrolled credits and increasing previous enrollment rates, enrolling 8,728 credit students and serving 10,340 total students in the fall 1994 semester. (TGI) students; and (3) declining financial resources for coordinators, students, and employers. The final section focuses on recommended courses of action, highlighting the need for information regarding outcomes of existing programs, issues and opportunities in the eyes of the partners, and the need to develop an administrative framework for future operation. Appendixes include a list of interviewees, a federal funding guide for applicants, a table of students in CE programs in Canada and by province in May 1995, and a definition of CE. Contains a seven-item list of suggested reading references. (TGI)

ED 388 372 JC 950 559

Camacho, Julian S.
Compton Community College Information Notebook, Fall 1995.
PUB DATE- Nov 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Community Colleges; Enrollment; *Enrollment Trends; Hispanic Americans; *Institutional Characteristics; *Minority Groups; *School Demography; School Statistics; Statistical Data; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Compton Community College CA

This notebook serves the purpose of informing the Compton Community College District about the student body population, faculty and classified employees in reference to gender, race/ethnicity and age. Findings from an analysis of the period from fall 1991 to fall 1995 included the following: (1) over the period, the enrollment of Black students has decreased by 500 from 3,000 in 1991, while the number of Latino students has remained constant at 2,000; (2) in fall 1995, 23% of the students were between 30 and 39 years of age, 17% were between 22 and 25, and 16% were between 19 and 21; (3) from 1991-95, 65% of the students have been attending part-time, while 75% have been attending day classes; (4) the percentage of female students has increased from 58% to 65% over the period; (5) the number of students receiving financial aid in fall 1995 was 1,378, representing 29% of the student body; (6) in 1995, there were 75 full-time and 123 part-time instructors, while 53% of all instructors were Black, 27% were White, 9% were Latinos, and 8% were Asians; and (7) in 1995, there were 107 full-time and 13 part-time classified employees, while 70% of all classified employees were Black, 14% were Latinos, 9% were White, and 4% were Asian. Data tables and 1990 United States Census data for the cities of Compton, Lynwood, Paramount, and Carson are included. (TGI)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adjustment (to Environment); Family (Sociological Unit); Family Characteristics; Family Environment; Family Life; *Family Problems; *Family Relationship; Marital Status; Parent Child Relationship; Spouses; *Stepfamily
IDENTIFIERS- Adult Child Relationship

Noting that partners enter into stepfamily relationships with expectations more appropriate to biological families, this book examines the unique and complex dynamics of remarried families. Drawing on interviews with over 100 stepfamily members, current research, a solid theoretical framework, and a clinical sensibility, the book presents a model of stepfamily development--the Stepfamily Cycle--and details the stages and challenges of forming a cohesive family unit. Four full-length case studies illustrate the varied paths through the Stepfamily Cycle to successful remarried life. Following an introduction highlighting the need for a "developmental map" to stepfamily development, the chapters of the book are: (1) Stepfamily Structure: Bonds without Blood"; (2) The Early Stages: Getting Started without Getting Stuck"; (3) "The Middle Stages: Restructuring the Family; (4) "The Later Stages: Solidifying the Stepfamily"; (5) "Patterns of Development: Four Paths to Resolution"; and (6) "Problems in Stepfamily Development: Intervention. An epilogue discusses what can be learned from stepfamily dynamics. Four appendices present a Stepfamily Cycle summary, self-help guide for stepfamilies, a summary of clinical intervention strategies, and profiles of the families referred to in the book. (HTH) projected European economic growth has instead become a recession. Some countries have seen institutional weakening, predatory privatization, and monopolistic markets. Such conditions have drastic social costs, including increased poverty, mortality, and stress. Of all age groups, children have been the most negatively affected. These negative effects include: increased incidences of morbidity and low birthweight, increases in juvenile crime rates, and increases in the number of teen pregnancies. (Contains 32 references.) (JW)

ED 388 412 PS 023 693

Barnett, Marion Fox
Strengthening Partnerships by Reaching Out to Families.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the National Council of Teachers of English Annual Spring Conference (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; *Elementary Education; Elementary School Students; Family School Relationship; Networks; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Partnerships in Education; *Preschool Education; School Community Relationship; Social Problems; Young Children
IDENTIFIERS- Goals 2000

Drastic social problems challenge teachers looking to increase parental involvement in schools. Traditional strategies to involve parents, such as inviting parents to meetings and school events, do not promote genuine interaction between home and school. Instead, they separate parents and teachers. Two-way communication between home and school is essential to building successful parent-teacher partnerships. Ways to increase this communication include: (1) informal, social meetings with parents; (2) frequent, positive phone calls; (3) newsletters which elicit parental feedback; and (4) home visits. Two-way communication provides choices to parents as to the times and ways they can be involved in their children's education. (JW)

ED 388 432   PS 023 751

Peacocke, Rosemary W.
The School without Walls: A Nursery School of the Air.
PUB DATE- Sep 95
NOTE- 9p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Innovation; *Educational Television; Foreign Countries; Nursery Schools; *Preschool Education; Program Descriptions; Program Implementation; *Programming (Broadcast)
IDENTIFIERS- Internet; United Kingdom

This paper describes the proposed School Without Walls program in the United Kingdom, a television-centered project which is designed to deliver high quality nursery (preschool) education direct to children at a fraction of the cost of traditional educational television programming. The daily programs will present a selection of practical learning activities for children ages 2 through 5, suitable for use by individual parents or family day care providers. The program format consists of taped segments from an actual day nursery classroom with preschool children, teachers, visiting experts, and parents participating. The paper discusses possibilities for the implementation of the School Without Walls project, including supporting publications and the adaption of the project for transmission over the Internet via the World Wide Web. Brief biographies of the individuals and organizations behind the project are included. (MDM)

(120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Emotional Response; Familiarity; Family School Relationship; *Mothers; *Parent Child Relationship; *Preschool Children; Preschool Education; *Separation Anxiety; Social Behavior; *Stranger Reactions; Student Adjustment
IDENTIFIERS- *Strangers

This study examined techniques which facilitate children's separation from their mothers and their move into a novel situation. Subjects were 32 male and 32 female 40- to 48-month-old children. Some children were visited in their homes the night before the experiment. Subjects remained with their mothers in a waiting room for 10 minutes. A stranger then entered the room and interacted with the child for 10, 1, or 0 minutes. Half of the children were greeted abruptly by the stranger, while the rest were approached gradually. Mothers then left the children and strangers, and after 5 minutes, the door was opened, allowing children to leave if they were so inclined. Results showed that the children who were visited the night before, and who were approached abruptly by the stranger, remained in the room with the stranger longest. Those children who were visited the night before and were approached gradually, left the room with the stranger quickest. Of the remaining children who were approached abruptly by the stranger, those who had longer prior interactions with the stranger remained in the room longest. With the gradual approach, less preparatory time with the stranger resulted in children's remaining longer in the room. A "matter-of-fact" approach to children combined with rapport-building interactions may be the best facilitator of children remaining in strange situations. Contains seven references. (JW)

interagency collaboration, role of rural teacher, specific programs that are working, and a "bottom-up" approach. This issue contains the following articles: (1) "Rural Education: What are the Barriers to School Reform?" (Paul Nachtigal); (2) "Rural School Concerns Get Attention of Congress" (Joe Newlin); (3) "Distance Learning Provides Link for Rural Schools" (interview with Jim Mecklenburger); (4) "Do School Choice Plans Ignore Rural School Needs?" (Dori Nielson); (5) "Minnesota District Models Interagency Collaboration" (Sherry Freeland Walker); (6) "Rural Teachers Play Critical Role in Education Reform" (David Leo-Nyquist); (7) "Teaching in Appalachia Illustrates Extreme of Rural Problems" (Christine Morgenweck); (8) "Rural Schools Work on 'Bottom-Up' Change" (Jacqueline D. Spears); (9) "Rural Schools Lead Reform Effort in Alabama" (Jack Shelton); (10) "A Portrait of Rural Schools"; and (11) "ECS Helping States Bring Rural Schools into Reform Effort" (Chris Pipho). Contains photographs. (TD)

ED 388 470   RC 020 291

Soto, Gary
Jesse.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Activism; Aspiration; Fiction; High Schools;
  *Individual Development; Mexican American Education; *Mexican
  Americans; *Migrant Workers; Racial Bias; Reading Materials;
  Social Problems; Two Year Colleges; *Two Year College Students;
  Work Environment

This novel relates the story of Jesse and Abel, two Mexican American brothers trying to improve their life situation and and escape their heritage of tedious physical labor by furthering their education through junior college. Jesse loves his mother, but grows tired of his mean and disrespectful Anglo stepfather. Jesse doesn't understand why his mother continues to put up with his stepfather's drinking and demeaning comments about Mexican Americans. He also is unable to see the relevance of his schooling when his goal is to become an artist. Jesse quits high school in his senior year and joins his brother at a local community college. Together the brothers receive $180 dollars a month from Social Security because, years earlier, their father was killed in an accident at work. Jesse and his brother supplement their income by working in the fields on weekends. Although hesitant, Jesse becomes involved in protesting the working conditions of migrant farmworkers, many of whom are Mexican American. The book relates the brothers' educational experiences, the racial discrimination they encounter, and the painful process of growing up. Eventually, Abel is drafted into the Vietnam War. Jesse is torn between joining his brother in the war or continuing a life of working in the fields. (LP) some responsibilities onto parents. This greatly strains the relations of educational provision, resulting in school failure and dropouts. Contains 106 references. (SV)

ED 388 487 RC 020 337

Rhodes, Robert W.
Nurturing Learning in Native American Students.
PUB DATE- Jun 94
NOTE- 232p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *Cognitive Style; Cultural Awareness; *Cultural Differences; Educational Attitudes; *Educational Strategies; Elementary Secondary Education; Holistic Approach; Hopi (Tribe); Navajo (Nation); School Community Relationship; *Values
IDENTIFIERS- *Native Americans; World Views

This book helps teachers of Native American students to facilitate learning in school through awareness of cultural and values differences between Native Americans and the mainstream culture. Most of the specific cultural information presented comes from the Navajo and Hopi Reservations in northeastern Arizona, but the associated ideas, methodologies, and activities may be used as guidelines by teachers elsewhere to develop their own strategies. Chapters cover: (1) the discouraging history and current status of Native American education; (2) traditional Native views on the acquisition and value of knowledge; (3) comparison of school and Native American values; (4) high risk of failure and dropping out among Native American students; (5) culture conflict in schools; (6) approaching cultural differences as strengths rather than deficiencies, and adapting curriculum and practices accordingly; (7) learning style differences; (8) holistic learning; (9) motivation and discipline; (10) comparison of behavioral and holistic approaches to education; (11) developing and using a school philosophy; (12) curriculum development; (13) assessment problems; (14) teaching style and the teacher's role; (15) parent and community involvement; and (16) ideas to increase instructional effectiveness. Contains 152 references. (SV) includes purpose, need, objective, preactivity discussion, preparation for activity, vocabulary, and additional resources. This module, "Analyzing Information and Data," is divided into four chapters. Chapter 1, "What Do We See When We Observe?" includes the following topics: learning about observing, electromagnets, observing and making an electromagnet, supporting observations, observing changes in behavior, and using observation beyond science. Chapter 2, "What Class Are You In?" includes the following topics: recognizing similarities and differences and organizing ideas, thinking about observations, recording observations and thinking about main ideas, and applications. Chapter 3, "Do You Have the Right Clues To Make That Conclusion?" includes the following topics: recognizing conclusions, drawing conclusions, thinking about conclusions, stating conclusions from observations, and application. Chapter 4, "Are Your Observations Related to Your Conclusions?" includes the following topics: supporting conclusions, creating an experiment, analyzing conclusions, proving conclusions, and application. (JRH)

ED 388 506   SE 056 597

Pauker, Robert A.; Roy, Kenneth Russell
Strategies for Learning: Teaching Thinking Skills across the Curriculum through Science. Generating and Testing Hypothesis. Teacher's Edition. First Edition.
PUB DATE- 93
NOTE- 92p.; For related document, see SE 056 956.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Critical Thinking; Demonstrations (Science); Elementary Secondary Education; Hands on Science; *Hypothesis Testing; *Science Activities; Science Education; Science Experiments; *Science Process Skills; *Scientific Methodology; Teaching Guides

Science process skills such as observing, classifying, inferring, interpreting, predicting, and hypothesizing can all be classified as a sub category of thinking skills. This book is part of the series "Strategies for Learning" that focuses on the step-by-step development and application of thinking skills as a vehicle for learning science. The series provides an organized collection of hands-on activities that teaches process science through thinking-skill experiences. Each activity is preceded by a user-friendly teacher's guide that includes purpose, need, objective, preactivity discussion, preparation for activity, vocabulary, and additional resources. This module, "Generating and Testing Hypothesis", contains the following chapters: (1) "Generating and Testing Hypotheses", (2) "Exploring New Frontiers With Your Hypothesis", (3) "Being Creative With Your Hypothesis", and (4) "Applying What You Have Learned Beyond Science." (JRH)

ED 388 507 SE 056 604

Levy, Salvator S.
Hands On Physical Science Activities for Middle Schools. First Edition.
PUB DATE- 91
NOTE- 306p.; For related documents, see SO 056 505-506.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Chemistry; Electricity; Elementary Secondary Education; Energy; Enrichment Activities; Force; *Hands on Science; Heat; Intermediate Grades; Light; Measurement; Middle Schools; *Physical Sciences; *Science Activities; Science Education; Science Instruction; Teaching Guides

This book was written on the premise that learning science should be fun and rewarding. The teacher may use it as the foundation for an extended middle school curriculum spanning more than one year or to supplement an existing curriculum with individual sections or exercises from the book. The activities have been organized and designed in a manner that allows the teacher tremendous flexibility. Each activity provides a clear purpose, step-by-step directions, leads easily to conclusions, and includes a teachers guide that has the following parts: goals, student objectives, prelab discussion, guide to the investigation, vocabulary, and additional resources. The guide contains seven sections: "Measuring Physical Quantities"; "Forces, Work and Energy"; "Heat"; "Electricity"; "Magnetism"; "Waves of Sound and Light"; and "Hands-On Chemistry." (JRH)

ED 388 508 SE 056 605

Newman, Barbara; Kramer, Stephanie
Hands-On Life Science Activities for Middle Schools. Teacher's Edition. First Edition.
PUB DATE- 92
NOTE- 400p.; For related documents, see SE 056 604-606.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Biological Sciences; Biology; Ecology; *Enrichment Activities; *Hands on Science; Intermediate Grades; Middle Schools; *Science Activities; Science Education; Secondary Education; Teaching Guides

This book provides 50 enrichment activities for the science curriculum that provide concrete connections with important world events. Each activity is self-contained and provides everything the student needs to gain a basic understanding of a concept or to work through a project. The activities include innovative and traditional projects for both the bright and average, the self-motivated and those who find activity motivating. A comprehensive teacher's guide included with each activity discusses the goal, student objectives, prelab discussion, guide to the investigation, vocabulary or glossary, additional resources, and suggestions for further study for each project. Topics covered include: life processes and characteristics, observations and data, measurements, designing experiments, microscopy, cell biology, osmosis, acidity and basicity, acid rain, chemical nutrients in food, diet and nutrition, classification systems, endangered species,

ED 388 530 SO 024 951

Bjerstedt, Ake, Ed.
Peace Museums: For Peace Education? Educational Information and Debate No. 102.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Cultural Centers; Educational Facilities; Elementary Secondary Education; Foreign Countries; *Global Education; Higher Education; International Relations; *Museums; *Peace; Prosocial Behavior; Resource Centers; World Affairs
IDENTIFIERS- Europe; Japan; Northern Ireland; Peace Education; *Peace Museums

This booklet is intended to stimulate discussion about the potential influence of peace museums as a way to educate the public about peace. Four papers are included representing four somewhat different perspectives. The first paper, "The Environment for Peace Education: The Peace Museum Idea" (Terence Duffy), outlines the origins and the growth of the peace museum idea and discusses categories of such museums, especially the Irish Peace Museum Project. The second article, "On the Creative Principles, Message, and Thematic Content of a Peace Museum" (Peter van den Dungen), details some of the principles and content of a peace museum, presenting a general outline of 18 possible major themes. The third paper, "A Peace Museum as a Center for Peace Education: What do Japanese Students Think of Peace Museums" (Kazuyo Yamane), discusses present trends and possibilities in the peace museum field. The final essay, "Peace Museums as Potential Instruments of Peace Education: Viewpoints Expressed by Members of the PEC Network" (Ake Bjerstedt), provides responses to a questionnaire about the positive interest in the idea of peace museums as potential instruments for peace education, based on 60 respondents from 25 different countries. (EH)

ED 388 531 SO 024 953

Lee, Peter; And Others
Progression in Children's Ideas about History. Project CHATA (Concepts of History and Teaching Approaches: 7 to 14). Draft.
PUB DATE- 93
NOTE- 26p.; Paper presented at the Annual Meeting of the British Educational Research Association (Liverpool, England, United Kingdom, September 11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Causal Models; Child Development; *Childhood Attitudes; Educational Research; Elementary Secondary Education; Foreign Countries; Historiography; *History Instruction; Student Attitudes
IDENTIFIERS- Great Britain

This paper reports on the current progress of the CHATA Project (Concepts of History and Teaching Approaches, 7 to 14), funded by the Economic and Social Sciences Research Council (ESRC) as part of its program, "Innovation and Change: The Quality of Teaching and Learning." The project is set in the context of

ED 388 552 SO 025 350

Raaska, Helmi
Education Policy: A Summary of Manuscript and Audiovisual Holdings Available for Research, February 1993.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Archives; *Block Grants; *Educational Policy; Federalism; Government Libraries; Higher Education; Library Collections; *Modern History; New Federalism; Special Libraries
IDENTIFIERS- Ford (Gerald R); *Gerald R Ford Presidential Library MI

This summary lists the holdings of the Gerald R. Ford Presidential Library, which contains a variety of materials regarding education policy in the United States. Materials consist primarily of staff files created in the Ford White House between August 9, 1974, and January 20, 1977. A substantial amount of earlier materials is available in the Ford Congressional Papers. The topics documented include: (1) forced busing to achieve school desegregation; (2) federal aid to education topics; (3) discrimination on the basis of sex; (4) "work and education" initiative; (5) other topics such as education for the handicapped, Native American education, student aid, a White House Conference on Education, and White House liaison with the academic community. (EH)

ED 388 553 SO 025 354

Price, Joseph R.
Education Law Research: A How to Guide for the Have to Attorney.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Databases; Elementary Secondary Education; Higher Education; *Law Related Education; *Laws; Private Education; Public Education; Reference Materials; *Research Tools; Resource Materials; *School Law
IDENTIFIERS- *Legal Research

The focus of this guide is on primary and secondary education law, both public and private. The guide is designed to assist the inexperienced education legal researcher through an efficient research process, making use of the variety of legal resources available in today's law libraries. The guide's introduction offers a brief overview of education law as a field of legal authority. "Beginning Your Research," Step 1 discusses a variety of general reference materials and strategies that may be used in identifying pertinent legal resources. Step 2, "Narrowing Your Search" suggests common areas of research in education law and controlling authorities therein. It also points to additional resources that may be of particular use for finding specific points of law and on-line databases that are available for similar use. Step 3, "Fine Tuning Your Search," recommends non-traditional resource tools

ED 388 574 SO 025 434

Anisman, Milton S.
Stones and Bones: A Laboratory Approach to Physcial Anthropology, Grades 7-12.
PUB DATE- 95
NOTE- 93p.; Contains 16 color photographs of fossils.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Anthropology; Archaeology; Cross Cultural Studies; Cultural Interrelationships; *Ethnology; *Evolution; Folk Culture; *Human Geography; *Paleontology; Primatology; Secondary Education; Social Studies; Zoology
IDENTIFIERS- Los Angeles Unified School District CA

This packet provides sample lessons from the program "Stones and Bones: A Laboratory Approach to Physical Anthropology." The samples are from the unit of 20 lessons that are investigative-oriented for students to explore anthropological topics. Unit 1, "In Search of Human Ancestors. How We Study Our Past: Stories Told by Fossils," includes activities on: (1) "My Family Tree--An Historical Record"; (2) "The Hominid Tree: A Pre-Historical Record"; and (3) "Tools: The Human Hand." Unit 9, "Homo Erectus: Humans of the Pleistocene," contains lessons on: (1) "Geographical Distribution of Homo Erectus"; (2) "Comparative Morphology of Homo Erectus"; and (3) "How Homo Erectus Lived." Unit 10, "Principles of Taxonomy: An Introduction," includes lessons on: (1) "Descriptions"; and (2) "Groupings." Unit 17, "Neandertals: Beginnings of Spiritual Awareness," contains lessons on: (1) "Geographic Distribution of Neandertals"; (2) "Morphology of Neandertal Skulls"; and (3) "Behavior of Neandertals." Contains many pages describing various features of the program and an order form. (EH)

ED 388 575 SO 025 472

Roth, Ilene; Roth, Leah
Working with Newspapers: A Skills Kit. Teacher's Guide.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Current Events; Grade 4; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Mass Media; *Mass Media Use; *News Media; *Newspapers; Printed Materials; Reading Materials; Social Studies; World Affairs

This resource packet for social studies instruction for grades 4-6 is intended to enhance the teaching of current events through the use of newspapers. Teacher instructions and pupil pages include activities on the following: (1) Current Events; (2) All About Newspapers; (3) What's in the News?; (4) Test Your Nose for News; (5) Be a Cub Reporter 1 and 2; and (6) Current Events Report. (EH)

ED 388 576 SO 025 473

Moses, Barbara G.; And Others
You, The International Citizen.
PUB DATE- 85
NOTE- 56p.

ED 388 598 SO 025 562

Lasher, Rick, Ed.; Raichle, Elaine, Ed.
Issues '95 Art: A Cultural Connection - Conference '94 Keynote and Super Session Addresses.
PUB DATE- 95
NOTE- 44p.; General Sessions addresses given at the Art Educator's State Conference (New Brunswick, NJ, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- *Art Education; Art History; Elementary Secondary Education; Inquiry; Interdisciplinary Approach; Symbolism; *Theater Arts; *Visual Arts
IDENTIFIERS- Scene Design

In his keynote address, "Art the Effective Language", Ernest L. Boyer argues that education in the arts is crucial for five essential reasons: (1) The arts express what words cannot convey; (2) The arts are essential for stirring creativity and extending the student's way of knowing; (3) The arts integrate learning and create connections across disciplines; (4) The arts empower the alienated and disabled; and (5) The arts create community and build connections across the generations. Michael Anania, in "Theater Scenic Design", describes his experiences creating environments that visually support the vision of the playwright or composer. In "Art History and Inquiry--Making it Work in the Classroom," Mary Erickson recommends that cross-cultural themes should be integrated with other art disciplines, and that art historical inquiry be used to help guide students to their own paths of understanding. The document concludes with "A Discussion of the Conference Logo Symbolism" (Gayle Jones Reed). (MM)

ED 388 599 SO 025 563

Dobbs, Stephen Mark
Perceptions of Discipline-Based Art Education and the Getty Center for Education in the Arts.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Discipline Based Art Education; Elementary School Curriculum; Elementary Secondary Education; Secondary School Curriculum
IDENTIFIERS- *Getty Center for Education in the Arts

This position paper clarifies the goals of the Getty Center for Education in the Arts and its views on discipline-based art education (DBAE). The paper addresses and refutes misconceptions inherent in the following perceptions: (1) The Getty Center invented DBAE; (2) DBAE is a Specific Curriculum; (3) DBAE requires equal time and attention for each of the four disciplines and seeks to replace making art with talking about it; (4) DBAE does not encourage the development of creativity; (5) DBAE is mechanistic and takes the fun out of art; (6) The Getty Center does not support art specialists and DBAE does not involve artists; (7) DBAE is limited to fine art from Western Cultures; (8) The Getty Center is competing with the professional organizations in art education; (9) "The Getty Center has a large staff and an unlimited budget; and (10) The

ED 388 619 SP 036 241

Corcoran, Thomas B.
Helping Teachers Teach Well: Transforming Professional Development. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; Policy Formation; *Professional Development; Program Costs; Program Design; *Program Improvement; School Districts; Secondary School Teachers; Statewide Planning; *Teacher Improvement
IDENTIFIERS- Reform Efforts

This publication reviews what is known about professional development in elementary and secondary education including its organization, costs, effects on practice, and principles for guiding future professional development programs. Recent reform efforts that have put higher standards in place are examined for their effect on the practice of teaching. A discussion of the cost of professional development notes that most states and districts do not maintain data on how much they are spending on teacher development. Also identified are promising approaches which respect the expertise of accomplished teachers, are integrated with teachers' work, and are based on current research on teaching and learning. These include teacher networks, collaborations between schools and colleges, professional development schools, national board certification, and teachers as researchers. A discussion of implications for policymakers argues that deliberation should be focused on central issues and set clear goals for policy. This section proposes 13 specific goals. A final section reviews the challenges of professional development improvement to significantly affect the 2.4 million teachers working in the United States. (JB)

ED 388 620 SP 036 246

Weisenbach, E. Lynne; Steffel, Nancy
Creating a Learning Alliance: A Democratic Teacher Preparation Program.
PUB DATE- Jan 95
NOTE- 14p.; Paper presented at the Extended Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Democratic Values; Educational Principles; Elementary Education; Higher Education; Preservice Teacher Education; *Professional Development; *Professional Development Schools; Program Development; *Program Implementation; *Teacher Education Curriculum; Teacher Role
IDENTIFIERS- Teacher Development; University of Indianapolis IN

This paper reviews ways in which the University of Indianapolis (Indiana) utilized its professional development school (PDS)

ED 388 638 SP 036 284

Benbow, Ronald M.
Tracing Mathematical Beliefs of Preservice Teachers through Integrated Content-Methods Courses.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Field Experience Programs; Higher Education; Integrated Curriculum; *Mathematics Instruction; Mathematics Teachers; *Methods Courses; Preservice Teacher Education; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Preservice Teachers

This study was conducted to determine if an integrated content-methods, two-course sequence for preservice elementary teachers (PSTs) affects the mathematical beliefs of these students in three main areas: (1) beliefs about mathematics as a discipline; (2) beliefs about how mathematics is learned and should be taught; and (3) beliefs about themselves as learners and teachers of mathematics. Three sets of questionnaires were administered to 37 PSTs before and after completion of integrated mathematics/contents courses which included field experiences. Two students were also interviewed. Results indicated some modifications of PSTs' beliefs about the nature of mathematics following the courses since they perceived it as less rule-oriented and dependent upon memorization; were less likely to see math in totally right-wrong, one answer-one method terms; and held a different view of the importance and nature of word problems. Significant changes also occurred in personal teaching efficacy which was attributed directly to the field experiences. (Contains 39 references.) (Author)

ED 388 639 SP 036 285

Betancourt-Smith, Maria; And Others
Professional Attrition: An Examination of Minority and Nonminority Teachers At-Risk.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Career Change; Career Choice; Elementary Secondary Education; Faculty Mobility; Job Satisfaction; Labor Turnover; Longitudinal Studies; *Minority Group Teachers; Profiles; *Teacher Background; Teacher Burnout; *Teacher Persistence; *Teaching (Occupation)
IDENTIFIERS- *Teacher Satisfaction

There is significant evidence demonstrating the inability of the teaching profession to keep pace with other occupations in the retention of talent. While minority teachers have been found to be especially at risk, many teachers, both minority and nonminority, leave the profession within a few years of entering. The purpose of this study was to compare a profile of minority teachers with nonminority teachers in selected states,

ED 388 656 SP 036 304

Wallace, Stephen R.; Thompson, Thomas E.
Preservice Teachers' Changing Attributions for Elementary Students Success or Failure.
PUB DATE- 12 Oct 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-West Educational Research Association (Chicago, IL, October 12-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attitude Change; *Attribution Theory; Concept Formation; Elementary Education; Elementary School Science; Elementary School Students; Higher Education; Influences; Preservice Teacher Education; Science Activities; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Preservice Teachers

This study examined the change in preservice teachers' causal attributions for the success or failure of elementary students engaged in a hands-on science activity investigating electrical conductors. Subjects first viewed a videodisc capturing a complete science activity in a real classroom and were asked to indicate whether the elementary students acquired the desired concept and to make open-ended causal attributions for students' success or failure. The subjects (20 preservice undergraduate elementary education majors at a midwestern university) then listened to separate audio comments of students recorded shortly after the activity and 2 weeks later and then again indicated their perceptions of whether the concept was acquired and attributions. Students' audio comments indicated that the students did not acquire the concept of electrical conductors. Most of the elementary students retained their original concept of a conductor as a man on a train. Results indicated the preservice teachers changed their initial perception only slightly after hearing the elementary students' audio comments. Most held to the belief that the elementary students succeeded. There was a significant change after group discussion. Overall, 178 causal attributions were split between the teacher and the students. Student attributions were classified into learning activity, prior knowledge, motivation, ability, understanding, and knowledge of expectations. Teacher attributions were classified into classroom management, instructional strategies, and personal characteristics. (Contains 11 references.) (JB)

ED 388 657 SP 036 305

Swortzel, Kirk A.
Use of "AgVenture Magazine" by Teachers in Ohio. Final Report.
PUB DATE- 15 May 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Educational Practices; *Elementary School Teachers; *Grade 4; *Instructional Materials; Intermediate Grades; *Periodicals; Surveys; Teacher Attitudes
IDENTIFIERS- *AgVenture Magazine; *Ohio

This study identified Ohio fourth-grade teachers who had used

ED 388 675 TM 023 649

Roberts, William; And Others
Assessing Students' and Teachers' Sense of the School as a Caring Community.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; Construct Validity; Educational Assessment; Elementary Education; *Elementary School Students; Elementary School Teachers; Institutional Characteristics; Interpersonal Relationship; Questionnaires; *Student Attitudes; *Teacher Attitudes; *Test Construction
IDENTIFIERS- *Caring; *Sense of Community

This paper describes the development and validation of measures of students' and teachers' perceptions of the extent to which their school is a community. Community, in this instance, focuses on the quality of social relationships in the school. The development of measures of school community is reported, and the construct validity of these measures is investigated, as are relationships between students' and teachers' perceptions of the school's characteristics. Subjects were approximately 550 teachers and 4,000 students in grades 3 through 6 from 24 elementary schools across the United States. Developed questionnaires were administered individually to teachers and by group to students. Nine student items and two teacher items were dropped to prepare final measures. Results of these measures indicate that schools where teachers feel a strong sense of community are not necessarily those where students feel a strong sense of community, and vice versa, although within a school, students tended to have the same feelings, and teachers tended to have similar feelings about community. Items associated with a sense of community for each group are identified. (Contains 6 tables, 1 figure, and 13 references.) (SLD)

ED 388 676 TM 023 675

Yepes-Baraya, Mario
Task Analysis of Science Performance Tasks and Items: Identifying Relevant Attributes.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Assessment; Elementary Secondary Education; Field Tests; National Surveys; Protocol Analysis; Questionnaires; Research Methodology;

ED 388 695 TM 023 942

Franklin, K. Kramer
Multivariate Correlation Analysis of a Student Satisfaction Survey.
PUB DATE- Nov 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; Cultural Awareness; Educational Experience; Higher Education; Individual Development; Majors (Students); *Multivariate Analysis; Participation; Prediction; *Predictor Variables; Problem Solving; *Satisfaction; *Student Attitudes; Surveys; *Undergraduate Students
IDENTIFIERS- Exploratory Factor Analysis

Data from a student satisfaction survey were analyzed to determine those variables that best predict student satisfaction and to build a discriminant model of student satisfaction/dissatisfaction. The survey was administered to 2,634 undergraduate students enrolled in a regional university during the spring semester, 1993. Based on the findings of an exploratory factor analysis, the components of the educational experience for this student sample were determined as: (1) major; (2) personal development; (3) satisfaction; (4) academic involvement; (5) analytical problem solving; and (6) cultural awareness. Using multiple regression analysis, a significant predictive relationship was found between the dependent variable (overall student satisfaction) and four independent factors (major, personal development, analytical problem solving, and satisfaction). The same four factors were used to build a discriminant function of student satisfaction/dissatisfaction In both the regression model and the discriminant function, the satisfaction factor had the largest magnitude of strength, followed by major, analytical problem solving, and personal development. Study implications for the university are discussed. (Contains 5 tables and 13 references.) (SLD)

ED 388 696 TM 023 943

Lunz, Mary E.; Bergstrom, Betty A.
Equating Computerized Adaptive Certification Examinations: The Board of Registry Series of Studies.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Decision Making; *Equated Scores; *Licensing Examinations (Professions); Medical Laboratory Assistants; *Medical Technologists; *Test Format
IDENTIFIERS- Paper and Pencil Tests

The Board of Registry (BOR) certifies medical technologists and other laboratory personnel. The BOR has studied adaptive testing for over 6 years and now administers all 17 BOR certification examinations using computerized adaptive testing (CAT). This paper presents an overview of the major research efforts from 1989 to the present related to test equating. The

ED 388 716 TM 024 163

Stricker, Lawrence J.
Institutional Factors in Time to the Doctorate.
PUB DATE- Mar 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chemistry; Colleges; Doctoral Degrees; *Doctoral Programs; *Educational Attainment; English; *Graduate Study; Higher Education; *Institutional Characteristics; Intellectual Disciplines; Psychology; Student Characteristics; Teacher Student Ratio; *Time

The aim of this study was to delineate departmental differences in the length of time that doctoral students take to receive their degrees and the institutional characteristics linked with it, being as comprehensive as possible in the institutional characteristics examined and disentangling the confounding effects of student characteristics. Variables describing graduate departments in three disciplines and their parent universities were obtained from 86 departments of Chemistry, 57 departments of English, and 62 departments of Psychology. In analyses of departments in each discipline, a relatively small set of institutional variables correlated with average time to the doctorate for each department, after controlling for characteristics of students in the department, and these relationships differed from discipline to discipline. The clearest and most extensive findings emerged for Psychology: the institutional variables identified primarily concerned faculty accessibility (student/faculty ratio and department size), with longer time required in departments with many students per faculty member or with many students. Student characteristics accounted for about half of the departmental variation in time in each discipline. An appendix contains four tables describing departmental characteristics. (Contains 6 tables, 17 figures, and 40 references.) (Author/SLD)

ED 388 717 TM 024 174

Henning, Grant
Scalar Analysis of the Test of Written English. TOEFL Research Reports. Report 38.
PUB DATE- Aug 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); Equated Scores; *Essays; *Interrater Reliability; Psychometrics; *Rating Scales; *Scaling; *Scoring
IDENTIFIERS- Rasch Model; *Scale Analysis; *Test of Written English; Writing Prompts

The psychometric characteristics of the Test of Written English (TWE) rating scale were explored. Rasch model scalar analysis methodology was employed with more than 4,000 scored essays across 2 elicitation prompts to gather information about the rating scale and rating process. Results suggested that the intervals between TWE scale steps were surprisingly uniform and that the size of the intervals was appropriately larger than the error associated with assignment of individual ratings. The proportion of positively misfitting essays was small (approximately 1% of all essays analyzed) and was approximately

PUB DATE- Apr 95
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Early Intervention; Economically Disadvantaged; Educational Change; *Educational Research; Elementary Education; Poverty; Prevention; Program Evaluation; *Reading Achievement; Research Reports; *School Restructuring; *Urban Schools
IDENTIFIERS- *Program Replication; Reading Recovery Projects; *Success for All Program

This paper describes the current state of research on Success for All, a program built around the idea that every child can and must succeed in the early grades. Success for All assumes that every child without organic retardation can read. Requirements for success include prevention and intensive early intervention. Success for All began in one Baltimore (Maryland) school in 1987-88 and has spread to about 300 schools nationwide in fall 1995. Almost all Success for All schools are high-poverty Title I schools, and the majority of programs are schoolwide programs under Title I. To summarize the outcomes of the program in all schools and all years involved in experimental control comparisons, this paper uses multi-site replicated experiment analysis in which each grade level cohort is considered a replication. Evaluation results for 19 Success for All schools in 9 districts in 8 states clearly show that the program increases reading performance. Of particular interest are results that compare Success for All with Reading Recovery for different purposes. Results demonstrate that comprehensive, systemic school-by-school change can take place on a broad scale while maintaining the integrity and effectiveness of the model. (Contains 6 tables, 6 figures, and 39 references.) (SLD)

ED 388 738 UD 030 665

McInerney, Dennis M.
Goal Theory and Indigenous Minority School Motivation: Relevance and Application. Australian Aboriginal and Navajo Indian Research.
PUB DATE- Jul 94
NOTE- 23p.; Paper presented at the International Congress of Applied Psychology (23rd, Madrid, Spain, July 17-22, 1994). For related document, see UD 030 669.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; American Indians; Dropouts; Foreign Countries; Goal Orientation; *High School Students; *Indigenous Populations; Junior High School Students; *Minority Groups; *Navajo (Nation); Parents; Prediction; Secondary Education; Student Attitudes; *Student Motivation
IDENTIFIERS- *Australia; Exploratory Factor Analysis; *Goal Theory

This paper reports on a continuing study of Australian Aboriginal and Navajo Indian children. The study investigates the relevance and applicability of goal theory to explaining indigenous minority motivation in school settings. Task, ego social solidarity, and extrinsic goal structures were examined as a means of explaining and predicting minority motivation in bacteria, antibiotics and antiseptics, protozoa, mold, parts of a plant, photosynthesis, organs systems, solid waste, digestive enzymes, human anatomy, human reflexes, reproduction, cloning a plant, flowers and seeds, metamorphosis, DNA and genetics, natural selection, adaptation, food webs, ecosystems, ecological succession, water purification, population, and ideas for games. (JRH)

ED 388 509 SE 056 606

Kutscher, Eugene
Hands-On Environmental Science Activities. Teacher's Edition. First Edition.
PUB DATE- 91
NOTE- 260p.; For related documents, see SE 056 604-605.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Ecology; Energy; Enrichment Activities; *Environmental Education; Hands on Science; Pollution; Population Growth; *Science Activities; Science Education; Secondary Education; Teaching Guides

The ability of students to go beyond facts and to think critically, while at the same time enjoying and valuing the learning process, is fundamental to science and environmentalism. This book provides enrichment activities for the science curriculum that provide concrete connections with important world events. Each activity is self-contained and provides everything the student needs to gain a basic understanding of a concept or to work through a project. The activities include innovative and traditional projects for both the bright and average, the self-motivated, and those who find activity motivating. A comprehensive teacher's guide included with each activity discusses the goal, student objectives, prelab discussion, guide to the investigation, vocabulary or glossary, additional resources, and suggestions for further study for each project. Topics covered include: ecology (food chains and food webs, the balance of nature, building a closed-system biome); energy (fossil fuel generators, nuclear reactors, solar collectors, solar cells, modern windmills, electrolysis of water); conservation and the Earth's resources (lighting, insulation, mining, water consumption, water pollution and treatment, oil spills, air pollution, acid rain, the greenhouse effect); human and animal populations; pollution; making a difference (recycling, being an activist); politics and economics; and games for concerned citizens. (JRH)

ED 388 510 SE 056 656

Barba, Robertta H.
Children's Tacit and Explicit Understandings of Dinosaurs.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; Constructivism (Learning); *Dinosaurs; Elementary Education; Geology; Science Education; Science Instruction; *Scientific Concepts
IDENTIFIERS- *Geologic Time

The purpose of this cross-age study was to investigate elementary changes within history teaching and the thinking of researchers, particularly the shift of interest from children's substantive historical concepts to their second-order understandings of structural concepts like evidence, account, and cause in history. Some methodological considerations involved in understanding children's ideas about history are discussed, with special attention to the progression of ideas with the notion of 'levels' of understanding. A provisional model of the development of children's ideas of historical evidence is discussed. The paper also includes examples of tasks employed to investigate children's ideas of evidence and cause in history and discusses a selection of children's responses in light of early analysis. (EH)

ED 388 532 SO 024 956

La Pierre, Sharon D.; Diket, Read M.
Research Methods & Practices for the Classroom Art Teacher. A Juried Research Presentation Given at the National Art Education Conference (Houston, Texas, 1995).
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Educational Research; Elementary Secondary Education; Higher Education; *Research Design; Social Science Research
IDENTIFIERS- Domain Knowledge

This document includes two presentations on research methods appropriate to research questions involving art classroom settings. "The Nuts and Bolts of Basic Research" (Read M. Diket) outlines the classification systems of research and establishes their basis in purpose and method. Systems represented are: (1) historical research; (2) descriptive research; (3) ethnographic research; (4) correlation research; (5) causal-comparative research; and (6) experimental research. Sharon D. LaPierre indicates that there is a unique knowledge base found in the arts that can be described as domain specific. Domain specific knowledge is that which is unique to the artistic process, such as the thinking and learning processes involved in the creating of art. This affects the way research is described, interpreted, or presented, and requires appropriate research methods to help art teachers evaluate and assess more effectively. Le Pierre's contribution, "Domain Specific Knowledge and Research Methods", presents research methods that can be integrated into the classroom setting in order to discover, uncover, or disclose. (MM)

ED 388 533 SO 024 965

Norpoth, Helmut
National Opinion Ballot Report, October 1993. Results of National Opinion Survey on U.S. Foreign Policy.
PUB DATE- Oct 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attitude Measures; Current Events; *Foreign Policy; Global Approach; High Schools; *International Relations; Peace;

and final steps to take in concluding the search. Appendices include copies of tables and directories suggested for use in the main text. (LH)

ED 388 554 SO 025 366

The Arts and 504, A Handbook for Accessible Arts Programming. Revised.
PUB DATE- 92
NOTE- 111p.; For earlier edition, see ED 269 309.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accessibility (for Disabled); *Art Activities; *Disability Discrimination; Equal Facilities; Facility Guidelines; Facility Improvement; Facility Requirements; *Hearing Impairments; *Language Impairments; Learning Disabilities; Legal Responsibility; Normalization (Disabilities); *Physical Disabilities; Public Sector
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This handbook is designed to assist arts organizations in complying with disability access regulations. It details how to include the needs of disabled people into programming efforts and also provides information on the Arts Endowment's 504 Regulation, which applies to federally funded organizations, and the 1990 Americans with Disabilities Act (ADA), which extends accessibility provisions to the private sector. This 100-page publication describes approaches to making arts programs accessible through audience development and staff training. It also discusses communications with people who have impaired mobility, hearing, sight, or learning disabilities. Other chapters look at compliance issues for specific arts disciplines--the visual arts, performing arts, literacy, media, and design arts. (EH)

ED 388 555 SO 025 374

Boas, Jacob
Resources and Guidelines for Teaching about the Holocaust and Related Brochures and Poster.
PUB DATE- 90
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Conflict Resolution; Ethnic Bias; *Ethnic Discrimination; Foreign Countries; *Jews; Justice; Modern History; *Nazism; Peace; *Religious Discrimination; Secondary Education; Social Studies; Western Civilization; *World War II
IDENTIFIERS- *Holocaust

This resource packet presents a variety of ideas, lesson plans and activities to teach about the Holocaust. Lesson plans in this packet include: (1) "Human Behavior"; (2) "The Teachings of Contempt--Entry Points for Examining the Holocaust: Prejudice, Bigotry, Racism, Stereotypes, Scapegoating"; (3) "The Holocaust"; (4) "Rescue and Human Behavior, Moral Decision Making--The Courage to Care"; and (5) "Processing." Each lesson plan includes: the lesson's objective; a list of materials (e.g., videos, literature, visual aids); a list of activities; and discussion topics. An extensive list of curricular resource materials and a Jewish Media Catalog with educational

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Comparative Education; *Cross Cultural Studies; Cultural Awareness; Cultural Interrelationships; *Cultural Pluralism; Elementary Education; *Global Approach; *Global Education; International Cooperation; *International Education; Multicultural Education; *Social Studies

This student booklet is intended to introduce students to the concept of the international citizen. Students need a deep knowledge and thorough understanding of the interdependent world. The activities booklet is divided into three parts. Part 1, "You, The International Citizen," contains: (1) "Introduction"; (2) "The All-American Kid"; (3) "We are Global Neighbors"; (4) "We all Have Basic Needs"; (5) "We Travel and Transport Goods"; (6) "We Share our Resources"; (7) "We Communicate"; and (8) "We Govern Ourselves." Part 2, "Our Global Community," includes: (1) "Introduction"; (2) "Immigration"; (3) "The Next Wave"; (4) "Why Did They Come?"; (5) "New Philadelphians"; (6) "Arrival and Adjustment"; (7) "Anti-Immigration Feelings"; and (8) "Immigration Today." Part 3, "Our Global Future", contains the concept "We hold the Future." A 10-item bibliography and world map are included. (EH)

ED 388 577 SO 025 475

Mapping Africa: A Curriculum Unit Grades Six to Ten.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Foreign Countries; *Geographic Concepts; *Geographic Location; *Geography; Geography Instruction; Intermediate Grades; *Maps; *Map Skills; Physical Divisions (Geographic); *Physical Geography; Political Divisions (Geographic); Secondary Education; Topography; World Geography
IDENTIFIERS- *Africa

This curriculum unit teaches students about the basic physical and political geography of Africa and introduces or reviews fundamental geographical concepts and vocabulary in an African context. The unit offers a geographic introduction to the map of Africa with a focus on sub-Saharan Africa in terms of its examples and information. Each of the unit's five lessons can be integrated into the curriculum where it best suits students' needs, but it is suggested that the unit be taught as a whole. The lessons are: (1) "Getting Oriented to Globes and Maps"; (2) "Countries of Africa"; (3) "Human and Environmental Interaction in Africa"; (4) "Learning the Physiographic Features of Africa"; and (5) "African Climate." Transparencies, student handouts, and appendices containing conversion tables and a data bank are included. (EH)

ED 388 578 SO 025 476

Mapping Europe: A Curriculum Unit Grades Six to Ten.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- 92
NOTE- 80p.

Getty Center seeks advice from a small cadre of advisors, few practitioners among them. (MM)

ED 388 600 SO 025 565

Casey, Douglas, Ed.
Perfectly Suited: Clothing and Social Change in America.
PUB DATE- 95
NOTE- 17p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Art Education; *Clothing; Clothing Design; Intermediate Grades; Junior High Schools; Language Arts; Material Culture; *Social Influences; Social Studies
IDENTIFIERS- Nineteenth Century History

Clothing of the nineteenth century and its reflection of the middle class ideals of how men and women should look is the focus of this publication. Through a series of activities, students are encouraged to think about the interaction of clothing and society, both past and present. Worksheets accompany lessons: "A Change of Clothes" and "Clothing Trends." The third lesson plan has students identifying elements of modern clothing and evaluating the relationship between clothing and self-identity with a Take Home Page, "Personal Clothing Inventory," given in English and Spanish. The document concludes with suggested "Resources." (MM)

ED 388 601 SO 025 566

Evans, Timothy H.; Kessler, Patricia A.
Wyoming Folk Arts Handbook. A Handbook for Community Research and Programming.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Community Resources; Discipline Based Art Education; Elementary Secondary Education; Financial Support; *Folk Culture; Human Resources; Information Sources; Local History; Material Culture; Research Tools; School Community Relationship
IDENTIFIERS- Artists in Schools Program; *Wyoming

This handbook is intended as a resource for use in the study, documentation, presentation, and teaching of Wyoming folk traditions. Much of the information is applicable to work with folk traditions in general. The seven chapters include a brief description of what folklore and folk arts are and a survey of some folk traditions practiced in Wyoming. Two chapters address how to conduct research with folk art and artists, and how to coordinate local festivals. The chapter on folk arts in the classroom deals with research; student collections; museums; folk artists in the schools; field trips; senior citizens; and discipline-based art curriculum. Funding and resources suggested include local, state, federal, and private sources. The last chapter provides additional bibliographic sources to program as a vehicle for promoting inclusion of democratic ideals in the teacher education program. Three issues related to implementation of the PDS partnership are discussed: balance and shift of roles, direction and pace of change, and means of balancing the professional needs of all. The central focus of the efforts to restructure the teacher education program were attempts to connect the curriculum to real world experiences and to provide authentic tasks for preservice teachers. Input from a task force that included other local higher education institutions and teachers and administrators from the Indianapolis Public Schools helped to shape the university faculty's decisions about which schools to select. Descriptions are given of the roles played by teachers, university faculty, and preservice students in establishing a democratic learning alliance. Also discussed are methods courses; field experiences; a new PDS staff position (teacher-in-residence); and professional development activities for preservice and inservice teachers, as well as university faculty. (Contains 13 references.) (IAH)

ED 388 621 SP 036 258

Covaleskie, John F.
The Emergence of Professional Voice: School Reform and Professional Identity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Nov 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Policy; Elementary Education; Elementary Schools; *Elementary School Teachers; *Professional Development; Role Perception; School Districts; Teacher Influence; Urban Teaching
IDENTIFIERS- *Reform Efforts

This paper reports on how reform efforts since 1991 have affected teachers in an urban, K-6 elementary school of approximately 450 students. Teachers were predominantly female, middle-aged, and of European descent, while students were increasingly African-American and poor. Children were considered well-behaved by teachers, but less respectful than previous generations. Teacher practices were traditional and conservative and becoming increasingly ineffective with the current student population. The Primary Task Force of the School Improvement Committee examined the school's primary program in the light of new district policies discouraging in-grade retention and facilitated the expression of teachers' views on school policy. Teaching practice was changed from a solitary to a communal practice and the program was changed in substantial ways that either would not receive or did not need the approval of the director, such as more creativity and parent involvement in summer classes. Among recommendations of a Magnet School Committee were implementation of an 11-month school year--a recommendation not ultimately implemented. Overall, teachers learned that they, personally, can impact both school policy and student learning, even when students face difficult socioeconomic situations. Contains five references. (NAV)

ED 388 622 SP 036 259

and to compare factors previously identified as correlated with attrition to the findings of this study. The 1993 responses (N=600) were compared with those of teachers participating in studies during the 1980s and early 1990s. Participants included early childhood/elementary, middle school, and secondary school teachers in nine states. Findings indicated: (1) single teachers tended to leave the profession entirely whereas married teachers usually moved into other roles in education, such as administration; (2) persons from white-collar families, whose families paid for the majority of college expenses, were more likely to leave than persons from blue-collar families where families did not pay for the majority of college expenses; (3) teachers from blue-collar backgrounds or teachers who had to work their way through college tended to be more satisfied with the profession; (4) secondary school teachers who did not perceive their principal as supportive of creativity, worked in an environment which is culturally different from their own, and did not share a pupil ideology with their colleagues were candidates for leaving. Data from the survey and 15 factors contributing to attrition are presented in three tables and the appendix. (Contains 12 references.) (ND)

ED 388 640 SP 036 286

Szeto, Wing F.
An Analysis of Attitudes and Perceptions of Teacher Education Students toward Public School Choice.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Educational Policy; Elementary Secondary Education; Higher Education; Parent Rights; *Public Schools; Questionnaires; *School Choice; *Student Attitudes; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *Preservice Teachers

School choice is an issue that has created much dissension among citizens, policy makers, and educators, with proponents on either side of the issue claiming a commitment to the improvement of education. Consequently, the teachers of the future are finding it necessary to clarify their own views regarding the choice controversy. The purposes of the present study were to investigate the viewpoint of teacher education students in a selected university regarding school choice, and to determine whether a set of attitudinal items regarding school choice could be useful in distinguishing these teacher education students as regards their attitudes toward school choice. A quantitative survey was distributed to 25 teacher education students at a comprehensive state university in the southern United States. The instrument requested responses to various topics such as the legal right of parents to choose, forms of choice which should exist, statements supporting choice, and statements opposing choice. Data were collected via a modified Q-sort strategy and results were subjected to Q-technique factor analysis. Results confirmed the existence of clusters of the respondents as distinguished by the four categories of items. Item factor scores indicated clusters which distinguish persons as those opposing school choice, and

"AgVenture Magazine" and examined how they had used it in their classrooms. AgVenture Magazine is an educational publication aimed at making students aware of the importance of Ohio agriculture. A random sample of 729 fourth-grade teachers was selected to participate in the study through a mailed questionnaire. After a series of mailings and follow-up mailings, 423 usable responses were returned (58 percent response rate). Results indicated that teachers using the magazine found it informative and easy to use. They used it in a variety of different classes to help students understand and apply agricultural principles to everyday life. Teachers also incorporated outside resources and projects when using the magazine to help students understand and apply agricultural concepts. Overall, teachers had a positive perception of the magazine's content, layout, and educational value. Concerns included the need to increase the number of teachers who use the magazine, increase mailing accuracy, and increase teacher awareness of local agricultural awareness programs. An appendix contains the questionnaire. (JB)

ED 388 658   SP 036 306

Todd, Sharon
Curriculum Theory as In(ter)vention: Irigaray and the Gesture.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; Classroom Communication; *Curriculum Development; Educational Change; *Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Instruction; Intervention; Philosophy; Psychiatry; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Curriculum Theories; *Gestural Representation; Pedagogic Drama; Psychoanalytic Criticism; *Psychoanalytic Theory

This paper explores Luce Irigaray's analysis of gesture in the "praticable" and considers resonances and dissonances between the analytical/conference scene and the pedagogical exchange. Irigaray is a French language philosopher, linguist, and psychoanalyst who uses the French term "praticable" of psychoanalytic practice to mean the conventions and gestures which mark the psychoanalytic setting. The paper attempts to encourage questioning the relation between psychoanalysis and pedagogy, and suggests specific connections that might refocus what is done in writing curriculum theory. Ultimately, the paper argues, curriculum theorizing can be rendered as an in(ter)vention. That is, as it intervenes strategically to transform the pedagogical scene it simultaneously invents new modes of social relations, discourse, and thought. The argument is constructed to suggest that intervention is imbricated with birth, with passageways, and with invention and the importance of curriculum theory's relation to the gesture in pedagogy. The first section of the paper deals with Irigaray's analysis of the practicable and the gesture and identifies three aspects of the gesture: the geography of the pedagogical encounter, the transference, and the theory practice relationship. The second section connects these aspects to pedagogy and curriculum theorizing. (Contains 27 reference notes.) (JB)

Science Instruction; Sciences; *Science Tests; *Task Analysis;
*Test Construction; Test Validity
IDENTIFIERS- National Assessment of Educational Progress;
*Performance Based Evaluation

This paper describes the task analysis of performance-based science tasks that were designed for the 1994 National Assessment of Educational Progress (NAEP) science assessment, now postponed until 1996, and field tested in 1993. A brief description of the science performance tasks is followed by a description of the task analyses performed and a discussion of the various uses of task analysis. In 1993, 17 performance-based tasks were field tested, with 5 for grade 4, 2 for grades 4 through 8, 3 for grade 8 only, 2 for grades 8 through 12, and 5 for grade 12 alone. In level one task analysis, the unit of analysis was the task as a whole. Analysis methods included observations, the think aloud method, questionnaires, and expert opinions. In level two analysis, the cognitive operations and skills of steps in the task were analyzed. As results in these field tests demonstrated, level one analysis results in a mapping of the task's structure from the perspectives of test takers. Level two analysis shows the nature of the skills for completing the task. Together, the levels can ascertain the extent to which tasks meet standards of validity. (Contains 3 tables, 2 figures, and 13 references.) (SLD)

ED 388 677 TM 023 679

Gordon, Wayne I.
An Analysis of the Measurement of Study-Strategy.
PUB DATE- Oct 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Affective Behavior; Behavior Patterns; *Cognitive Processes; Construct Validity; Correlation; *Factor Structure; Higher Education; *Learning Strategies; Measurement Techniques; Personality; Scores; Study Habits; *Study Skills; *Undergraduate Students
IDENTIFIERS- ACT Assessment; Learning and Study Strategies Inventory; *Survey of Study Habits and Attitudes

Study strategies are the activities that an individual uses to facilitate learning. Although no consistent findings exist to show the factors that comprise the study-strategy concept, a three-factor conceptualization (cognitive, affective, and behavioral) is often suggested. These factors were studied with 128 undergraduates of high and low ability based on their scores on the ACT Assessment. The Survey of Study Habits and Attitudes and the Learning and Study Strategies Inventory were completed by each student. To assess construct validity, correlation coefficients were also computed between the various scale scores of the two instruments. The instruments were found to measure at least some of the same constructs or factors. Results indicated that the study-strategy concept is composed of: (1) a personality factor of personal values and feelings; (2) a cognitive skills factor; and (3) a behaviors and techniques factor concerned with the use of study skills. Results do support a three-factor structure of the concept. (Contains 6 tables and 29 references.) (SLD) comparability of both candidate ability estimates and pass/fail decisions on fixed-length paper and pencil (PAP) and CAT tests was initially confirmed in a study in which 645 prospective candidates took both PAP and CAT tests. Two additional studies were then completed using actual certification data. The first study divided the test population into two randomly equivalent groups, 1,669 taking a PAP and 1,699 a CAT examination. Items for both modes were equated to the benchmark scale on which the pass point had been established. Mean ability estimates, standard deviations, and pass rates were comparable. Finally, item recalibrations from CAT were studied with samples of 30, 50, and 100 examinees, and ability estimates correlated at 0.99. These studies confirm that equating with PAP or CAT item calibrations produces comparable candidate ability estimates. (Contains 2 tables, 3 graphs, and 35 references.) (SLD)

ED 388 697 TM 024 071

Baker, A. Paige; Xu, Dengke
The Measure of Education: A Review of the Tennessee Value Added Assessment System.
PUB DATE- Apr 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Achievement Gains; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Models; Program Evaluation; Research Methodology; School Districts; Scores; Standardized Tests; *Test Use
IDENTIFIERS- *Tennessee Value Added Assessment System; *Value Added Model

Tennessee has adopted a model of educational accountability called the Tennessee Value-Added Assessment System (TVAAS). The model attempts to measure district, school, and teacher effects on student academic gains, rather than emphasizing achievement scores at a single time, using data generated by a standardized test, the Tennessee Comprehensive Assessment Program. The Office of Education Accountability of the state Comptroller of the Treasury attempted to evaluate the implementation of the model and to identify issues state officials need to address, but determined that major components of the model need further evaluation. Because of unexplained variability in national norm gains across grade levels, it is not clear that those scores are the best benchmark by which to judge Tennessee educators. Teachers and administrators have often been unable to explain large changes in value-added scores from year to year, and the factors affecting student academic gain have not been clearly identified. Among other considerations, the high stakes nature of the TVAAS may create unintended incentives for educators and students. Seven appendixes provide details about study methodology, references, school district, school, and system report cards, and the responses of the model developer to the evaluation findings. (Contains 6 tables and 27 references.) (SLD)

ED 388 698 TM 024 089

Ferguson, William F.; Johnson, James T.
The NTE Shrinking-Score Phenomenon in Prediction of a CMEE-Mathematics Cut-Score, 1991-1993.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-

equal to the proportion of essays that required adjudication by a third reader. This latter finding, along with the low proportion of misfitting readers detected, provided preliminary evidence of the feasibility of employing Rasch rating scale analysis methodology for the equating of TWE essays prepared across prompts. Some information on characteristics of misfitting readers was presented that could be useful in the reader training process. Appendixes present the TWE Scoring Guide and the mathematical specification of the rating model. (Contains 9 tables and 26 references.) (Author/SLD)

ED 388 718 TM 024 182

Mislevy, Robert J.; Sheehan, Kathleen M.
The Information Matrix in Latent-Variable Models.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Apr 88
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Heuristics; *Item Response Theory; *Matrices; *Military Personnel; Models
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Latent Variables; Missing Data

The information matrix for the parameters in a latent-variable model is bounded from above by the information that would obtain if the values of the latent variables could also be observed. The difference is the "missing information." This paper discusses the structure of the information matrix, and characterizes the degree to which missing information can be recovered by exploiting collateral variables for respondents. The results are illustrated with data from the Armed Services Vocational Aptitude Battery reported in the survey Profile of American Youth. An appendix presents a heuristic argument in support of a large sample result in the paper. (Contains 7 tables and 13 references.) (Author/SLD)

ED 388 719 TM 024 183

Freedle, Roy; Kostin, Irene
Semantic and Structural Factors Affecting the Performance of Matched Black and White Examinees on Analogy Items from the Scholastic Aptitude Test.
PUB DATE- Apr 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; College Entrance Examinations; *Difficulty Level; Ethnic Groups; High Schools; *High School Students; Item Analysis; Performance; *Racial Differences; Regression (Statistics); Sciences; Semantics; Test Items; Test Results; *White Students
IDENTIFIERS- *Analogy Test Items; *Scholastic Aptitude Test

Analogy items from the Scholastic Aptitude Test (SAT) were evaluated for differential performance by black and white examinees. Black and white examinees were first matched for overall SAT-V scores prior to conducting item analyses. A content and psycholinguistic analysis of 220 disclosed SAT analogy items from 11 test forms was performed. Regression analyses indicate that black examinees consistently perform differentially better than matched white examinees on the hard school settings. Data on how these groups conceptualize education were obtained through interviews and a questionnaire completed by more than 100 Aboriginal parents and interviews with members of the Navajo community and educators. Aboriginal students (n=496) in grades 7 through 12 in high schools in New South Wales and Navajo students (n=529) in grades 9 through 12 at Window Rock High School on the Navajo Reservation were surveyed with an instrument developed for the study, the Inventory of School Motivation (ISM). Explanatory factor analyses of the ISM offered considerable support to the Personal Investment Model of M. L. Maehr (1984) and supported the predictive power of the ISM as an indicator of student attitudes and performance. Both Aboriginal and Navajo students were highly goal directed. Group leadership and social concern were also important, but some factors previously considered key determinants of poor achievement and dropping out among these students were not found to be very influential. (Contains 4 tables and 42 references.) (SLD)

ED 388 739 UD 030 666

Adenika-Morrow, T. Jean
National Science Foundation PMSA Program: Promoting Systemic Change in Racially Isolated Schools via Math and Science.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Educational Change; Elementary Secondary Education; Hispanic Americans; Inservice Teacher Education; *Mathematics Education; Parent Participation; Principals; Program Descriptions; Program Effectiveness; *Racial Differences; *School Restructuring; *Science Education; Summer Programs; Teaching Methods; *Urban Schools
IDENTIFIERS- *Los Angeles County Schools CA; National Science Foundation; Reform Efforts

The Project for Minority Student Achievement (PMSA), a 5-year program funded in part by the National Science Foundation, is a program designed to engender systemic change within a segment of a large urban school district in the Los Angeles (California) Basin. Approximately 40% of the student participants were African American and approximately 60% were Hispanic/Latino-American. The program sought to serve 58% of the 90,793 students, 41% of the 6,573 teachers, and all of the principals of the 40 targeted schools. The School of Education of a major urban university, also in the Los Angeles Basin, provided a total of nine long-term activities for students, educators, and school administrators. Students in grades 4 through 10 participated in activities such as the Summer Science/Math Camp and college preparatory survival skills workshops. Teachers participated in planning meetings, team building workshops, and the Science/Mathematics Academy. School principals were involved in the Principal's Institute and planning meetings. College and certain high school students participated in various pedagogical training sessions in order to acquire the skills necessary to assist teachers in the classroom and in tutorials. Parents of the participating students were involved either as observers or as chaperons for field trips. An appendix describes the program focus of the math/science summer camp. (Author/SLD)

ED 388 740 UD 030 667

students' (N=120) tacit and explicit understandings of dinosaurs. Detailed analysis of audiotaped interviews of children's performance during a Piagetian-type clinical interview suggests that children's conceptual understandings of dinosaurs are first developed at a tacit level from their experiences with models, pictures, movies, and concrete representations of ancient life, all of which are part of the milieu of childhood. Even though young children have difficulty verbalizing their conceptual understandings of ancient fauna, they are able to classify representations of fauna as being Mesozoic or non-Mesozoic species with high degrees of accuracy. As children mature and/or have more experiences with dinosaur-related concepts, they are able to verbalize more geologic time-related explanations of ancient life. Findings from this study tend to support Polyani's Theory of Tacit Knowledge in that children's conceptual understandings are built first at a tacit level and later develop at an explicit level. (Author)

ED 388 511 SE 056 673

A Study of the Earth: "Everything Comes from Our Natural Resources." Teacher's Helper Packet.
SPONS. AGENCY- American Mining Congress, Washington, DC.; Mining and Metallurgical Society of America, Larkspur, CA.
PUB DATE- 94
NOTE- 88p.; Supplemental posters available only from MII.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Geographic Materials (133)
DESCRIPTORS- *Coal; *Conservation (Environment); Electricity; Elementary Secondary Education; *Energy; Environmental Education; *Mineralogy; *Mining; *Natural Resources; Science Activities; Science Education; Teaching Guides

This instructional information packet had been prepared to help teachers plan lessons and activities related to natural resources. It contains posters, activity sheets, teacher guides, student pages, background and study sheets, video and reading lists, free video offers, and sources for more information. (JRH)

ED 388 512 SE 056 674

Building Scientific Literacy: A Blueprint for Science in the Middle Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Evaluation; Intermediate Grades; Junior High Schools; *Middle Schools; Science Curriculum; Science Education; *Scientific Literacy
IDENTIFIERS- *Reform Efforts; Teacher Development

This report is a blueprint for the creation of an effective, national program of science education for students in America's middle-grade schools. It draws together the best that is now known about curriculum, instruction, assessment, and teacher development for middle-level science and was written in response to a widely expressed need to improve American

Public Opinion; Social Studies; *Student Attitudes; *Student Surveys; *World Affairs

This publication reports on the results of 35,793 high school participants in the Foreign Policy Association's 1993 study and discussion program focusing on opinions about U.S. foreign policy. The topics highlighted in the research include: (1) the U.S. in a New World; (2) the United Nations; (3) Germany's role; (4) China; (5) Trade; (6) Russian and Central Asian Republics; (7) India and Pakistan; and (8) Children at Risk. Demographic data are included about those returning the survey. The questions about each issue and the percentages of responses are included in the analyses, as well as some overall conclusions about responses on the topic of foreign policy. (EH)

ED 388 534 SO 024 976

Leming, Robert S., Ed.; Downey, James, Ed.
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 75p.; Funding also received from the American Bar Association's Fund for Justice and Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; Social Studies
IDENTIFIERS- American Bar Association; ERIC

A guide to the vast array of available resources for law-related education (LRE), this annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 43 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Keller Trevaskis. The second digest is Robert S. Leming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system. (LH)

ED 388 535 SO 025 084

Pi-Sunyer, Oriol
Absent Others: Perspectives on Marginality in Barcelona Schools. Research Report Number 27.
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)

videotapes on the Holocaust are included. Other materials in the packet include: (1) "'Kristallnacht': The Night of Shattered Glass"; (2) "Everyone is Human"; (3) a brochure explaining the Holocaust Center of Northern California; and (4) "Liberation 1945, Teacher Guide" and "Student Poster Glossary." (EH)

ED 388 556   SO 025 375

Boas, Jacob
World War Two and the Holocaust.
PUB DATE- 89
NOTE- 110p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Conflict Resolution; Ethnic Bias; *Ethnic Discrimination; *Jews; Justice; Modern History; *Nazism; Peace; *Religious Discrimination; Secondary Education; Social Studies; Western Civilization; *World War II
IDENTIFIERS- *Holocaust

This resource book presents readings that could be used to teach about the Holocaust. The readings are brief and could be appropriate for middle school and high school students. Several photographs accompany the text. The volume has the following chapters: (1) "From War to War" (history of Germany from late 19th Century through the end of World War II with an emphasis on the rise of Hitler and his campaign against Jews); (2) "The Holocaust" (the victims, the ghetto life, death camps, the consequences, etc.); (3) "Chronology 1918-1945" (chart showing by year and month the rise and fall of Nazi Germany, Persecution and Holocaust, and Jewish Response); (4) "Glossary"; (5) "100 Holocaust Discussion Questions (Weimar, Hitler, WWII; Nazism and Jewry; Perpetrators, Bystanders, Rescuers; and General)"; (6) "Selected Bibliography"; and (7) "Illustration Credits." Contains a 31-item bibliography. (EH)

ED 388 557   SO 025 376

Brazier, James E.
A Personal Polity Introduction to Political Science.
PUB DATE- Aug 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civics; *Course Content; *Course Descriptions; *Course Organization; Curriculum Guides; Higher Education; *Political Science; United States Government (Course)

This paper presents an innovative way to teach Introduction to Political Science by breaking with the convention of teaching a survey course of all political science subfields. Each student is invited to be a participant-observer and apply political science perspectives to the data collected from his/her personal polity. Readings, research, and writing are included in the course expectations. (EH)

ED 388 558   SO 025 377

Cheek, Dennis W., Ed.; Cheek, Kim A., Ed.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Foreign Countries; *Geographic Concepts; *Geographic Location; *Geography; Geography Instruction; Intermediate Grades; *Maps; *Map Skills; Physical Divisions (Geographic); *Physical Geography; Political Divisions (Geographic); Topography; World Geography
IDENTIFIERS- *Europe

This curriculum unit teaches students about the basic physical and political geography of Europe and introduces or reviews fundamental geographical concepts and vocabulary in a European context. The unit offers a geographic introduction to the changing map of Europe. Each of the unit's five lessons can be integrated into the curriculum where it best suits students' needs, but it is suggested that the unit be taught as a whole. The lessons are: (1) "Getting Oriented to Globes and Maps"; (2) "Countries of Europe"; (3) "The Changing Face of Europe"; (4) "Learning the Physiographic Features of Europe"; and (5) "European Climate." Transparencies, student handouts, and appendices containing conversion tables and a data bank are included. (EH)

ED 388 579 SO 025 477

Broken Squares: A Simulation Exploring Cooperation and Conflict.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Competition; *Cooperation; *Cooperative Learning; Elementary Secondary Education; Group Activities; Interpersonal Relationship; Learning Strategies; Prosocial Behavior; *Role Playing; *Simulated Environment; *Simulation; Social Behavior; *Teamwork

This simulation activity introduces the concepts of cooperation and competition and exploring positive models for problem solving. The activity can be used with elementary and secondary school participants, as well as with adults. Suggestions for adapting discussion for younger participants are provided. The group task is to form five equal-sized squares by combining pieces without speaking or signaling to another team member or by taking from another team member. Giving and sharing are allowed. Variations for the use of the simulation are given. The volume contains the following sections: (1) "Introduction"; (2) "Using Simulations"; (3) "Overview of the Activity"; (4) "Running the Simulation"; (5) "Debriefing the Simulation"; and (6) "Participant Handout." (EH)

ED 388 580 SO 025 478

Along the Silk Road: People, Interaction, and Cultural Exchange. A Social Studies Unit Recommended for Grades 6-10.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; *Cultural Exchange; *Cultural

those mentioned throughout the text. It is followed by appendices of sample collection and data logs, forms, and an evaluation sheet. (MM)

ED 388 602 SO 025 569

Csikszentmihalyi, Mihaly; Robinson, Rick E.
The Art of Seeing: An Interpretation of the Aesthetic Encounter.
PUB DATE- 90
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aesthetic Education; *Aesthetic Values; Art; *Art Appreciation; Art Criticism; Audience Response; *Critical Viewing; Higher Education; Museums; Perception; Professional Education; Sensory Experience; Skill Analysis; Visual Arts; *Visual Literacy; Visual Stimuli

This study attempts to gain information concerning the receptive, as opposed to the creative, aesthetic experience by talking to museum professionals who spend their working lives identifying, appraising, and explicating works of art. The study is based on an underlying assumption that rules and practices for looking at art exist and must be mastered if success is to ensue. The anthropological research approach uses semi-structured interviews and subjects the responses to systematic analysis. Major conclusions emphasize the unity and diversity of the aesthetic experience. The structure of the aesthetic experience is found to be an intense involvement of attention in response to a visual stimulus, for no other reason than to sustain the interaction. The experiential consequences of such a deep and autotelic involvement are an intense enjoyment characterized by feelings of personal wholeness, a sense of discovery, and a sense of human connectedness. The aesthetic content requires two sets of preconditions that make the experience possible: the challenges contained in the object and the skills of the viewer. While the structure of the aesthetic experience is rated similar in terms by all the respondents, the challenges, or content stimuli that triggers the experience vary considerably. These challenges of art are the formal structure of the work, its emotional impact, the intellectual references it carries, and the opportunities it creates for a dialogue among the artist, his time, and the viewer. Without this content challenge there would be nothing to arrest the viewer, and consequently no experience. Level of skill is critical. Challenges and skill must be nearly in balance for the attention to become focused. A complex work of art will engage only a person who has developed complex visual skills. The book is divided into six chapters and concludes with appendices. "Interview Questions for Museum Professionals" and "Aesthetic Experience Questionnaire Form." Contains approximately 100 references. (MM)

ED 388 603 SO 025 571

Roberts, Mark, Comp.
A Palette of Possibilities: Integrating the Visual and Literary Arts through Picture Books.
PUB DATE- 92
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies

Spaulding, Angela McNabb
A Qualitative Case Study of Teacher-Student Micropolitical Interaction: The Strategies, Goals, and Consequences of Student Resistance.
PUB DATE- Apr 95
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Behavior Problems; Case Studies; Classroom Environment; *Classroom Techniques; Elementary Education; Qualitative Research; Student Attitudes; *Student Behavior; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Micropolitics; *Passive Aggressive Behavior

This report examines part of a qualitative study on the micropolitical classroom strategies, goals, and consequences that occur among the students and a teacher in an elementary classroom. The paper focuses on the students' micropolitical strategies and goals, and the resulting consequences on their classroom teacher. Micropolitics describes the ways in which individuals attempt to influence others through both cooperative and conflictive strategies. Analysis of the data, gathered through participant observation and interviews, revealed two subcategories of student micropolitical influence: passive resistance and aggressive resistance. Passive resistance--repetition, interruption, topic changes, ignoring, and partial compliance--is less direct and less confrontational than aggressive resistance which includes overt protests and use of intermediaries. The goal of passive resistance is to delay, distract, modify, or prevent teacher initiated activities that students dislike but are not willing to risk punishment to prevent; aggressive resistance is used without regard to the risks of punishment. While student resistance can provide feedback to help teachers better meet student needs, aggressive resistance can cause teachers to feel professional incompetence, personal discouragement, job dissatisfaction, and fatigue. Findings suggest that teachers should be prepared to operate in a dynamic and highly micropolitical classroom. Teachers should also be aware of how their actions reinforce certain student micropolitical behaviors, develop a deep awareness of their own political strategies and goals, and understand how their strategies and goals affect students and influence teaching and learning. Recommendations for university teacher education programs include providing opportunities for teachers, both preservice and inservice, to develop micropolitical knowledge and to confront their own micropolitical behavior and analyze that of others. (Contains 39 references.) (ND)

ED 388 623 SP 036 260

South Carolina Center For Teacher Recruitment: 94-95 Annual Report.
PUB DATE- 95
NOTE- 124p.; For the 1993-94 report, see ED 376 118.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; Minority Group Teachers; Program Descriptions; Program

those supporting choice. (Contains 14 references.) (Author)

ED 388 641 SP 036 287

Barry, Nancy H.
Promoting Reflective Practice among Undergraduate Education Majors in an Elementary Music Methods Course.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Education Majors; Elementary Education; Higher Education; Instructional Effectiveness; Journal Writing; *Laboratory Training; *Methods Courses; *Music Education; Peer Teaching; Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); Student Journals; *Teaching Experience
IDENTIFIERS- Reflection Process; Reflective Practice; *Reflective Thinking

Researchers have identified six experiences that promote reflective teaching: (1) teaching experiences; (2) journal writing; (3) peer observations; (4) receiving notes/feedback from peer observations; (5) self-assessment; and (6) consultation/conversation with the university supervisor. In this study, these experiences were included as essential components of a music and related arts methods course for undergraduate elementary and early childhood education majors. The purpose of the study was to examine the students' perceptions of the usefulness of those experiences and the amount of thought and reflection required. Teaching experiences included brief peer teaching episodes and laboratory teaching experiences in an elementary classroom. Students were required to keep a journal, observe a peer teacher, and complete a self-evaluation inventory at the conclusion of the laboratory teaching experiences. Instructors provided written feedback and encouraged discussions about problems and teaching strategies. The journal, a teaching philosophy paper, artifacts from teaching experiences, and other evidence of professional growth and development were assembled to create a portfolio for evaluation. Finally, students were asked to complete an anonymous "Reaction Inventory" to rate each class activity on usefulness and reflection requirements. The data indicated that students found the laboratory teaching experience to be the most useful and to require the most thought and reflection. Results suggest that education students may require an external impetus to promote reflection and that teacher education courses include the six experiences listed above. (Contains 15 references.) (ND)

ED 388 642 SP 036 288

Turner, James S.; Shelton, Aubrey W.
A Longitudinal Study of Elementary Education Majors: 1982-1994.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 388 659 SP 036 307

Delaney, Anne Marie
Promoting Responsive Teacher Education through Effective Follow-Up Studies.
PUB DATE- 22 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alumni; Early Childhood Education; Education Work Relationship; Elementary Secondary Education; *Followup Studies; Graduate Surveys; Higher Education; *Preservice Teacher Education; Program Design; Program Evaluation; *Program Improvement; Research Methodology; Special Education; Teacher Education; *Teacher Education Programs; Undergraduate Study

This paper demonstrates how teacher education follow-up studies can be designed and used to promote responsive teacher education programs. Using a recently completed study of alumni from an undergraduate teacher education program as a model, the paper presents substantive findings relevant both to the design of future teacher education follow-up studies and to the literature on the relationship between teacher preparation and professional practice. The paper also identifies methodological considerations and techniques designed to have the maximum impact on program review and planning. The paper presents results from both qualitative and quantitative analyses examining relationships among specific teacher education programs, early professional challenges, recommendations for curricular revision, perceived professional growth, and overall evaluation of the undergraduate program. The analyses examine variation among Early Childhood, Elementary, Secondary and Special Education majors with particular emphasis on comparing the most distinctive group, Secondary Education, with all other Teacher Education majors. One key aspect of the substantive findings in this research is the valuable feedback that graduates provided concerning challenges they encountered early in their professional careers and what recommendations they offered to better prepare future graduates to meet these challenges. (Contains 19 references.) (JB)

ED 388 660 SP 036 308

Gambro, John S.
The Environmental Worldview of Preservice Teachers. Draft.
PUB DATE- 22 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Analysis; *Environment; Global Approach; Higher Education; Preservice Teacher Education; *Student Attitudes; Teacher Education Programs
IDENTIFIERS- *New Environmental Paradigm; Preservice Teachers; *World Views

The primary objective of this study was to examine the environmental worldview of preservice teaches at a midwestern

ED 388 678 TM 023 687

Bode, Rita K.
Using Rasch To Create Measures from Survey Data (or Making a Silk Purse out of a Sow's Ear).
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Classification; Educational Practices; *Item Response Theory; *Mathematics Teachers; Measurement Techniques; *Surveys; *Test Construction; Test Items
IDENTIFIERS- BIGSTEPS Computer Program; *Composite Scores; Dimensionality (Tests); Missing Data; *Rasch Model; Second International Mathematics Study

This study describes the creation of measures of teachers' use of ability grouping in instruction using Rasch analysis. The dimensionality of the proposed construct was also investigated. Results of the Rasch analysis are compared to the results using composites to illustrate how the description of a construct can vary depending on the method used to create its measure. The sample consisted of 299 eighth-grade mathematics teachers who participated in the 1981-82 Second International Mathematics Study. Teachers responded to a Teacher's Questionnaire and a General Classroom Process Questionnaire. Items selected from these surveys were those with relevance for the organization of students for instruction. Raw data was categorized and calibrated using the BIGSTEPS computer program. The same data were used in the creation of composite scores. In terms of reliability, approximately comparable results were found for the Rasch measures and the traditional composites. Rasch also made it possible to see the hierarchy of practices that formed the continuum on which estimates of teachers' position were based. In addition, the ability to deal with missing data made Rasch more useful. An appendix discusses some aspects of grouping arrangements. (Contains six tables, four figures, and three references.) (SLD)

ED 388 679 TM 023 704

Jones, James A.
An Illustration of the Danger of Nonresponse for Survey Research.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Effect Size; Monte Carlo Methods; Research Methodology; *Research Problems; *Response Rates (Questionnaires); Responses; *Statistical Bias; *Surveys
IDENTIFIERS- Research Replication

In the educational literature, responses to surveys commonly serve as the source of data for many empirical articles. Whenever a survey is used as a source of data, the response rate can greatly affect the potential generalizability of the findings. Using Monte Carlo methods, this study examined the effects on sample estimates of the population mean and standard

South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Elementary Secondary Education; *Licensing Examinations (Professions); *Mathematics Tests; *Prediction; Teachers; *Test Results
IDENTIFIERS- *Content Mastery Examinations for Educators; Mississippi; *NTE Core Battery; NTE Test of Professional Knowledge

A phenomenon previously noted in prior prediction of mathematics scores on the Content Mastery Examinations for Educators (CMEE) of the National Teacher Examinations Core Battery subtests of General Knowledge (NTE-GK) and Communication Skills (NTE-CS) was investigated. Prior research with 1991-1992 data sets had established an equation for the prediction of CMEE mathematics required cut-score of 340 for Mississippi teachers from the NTE scores. The subsequent addition of more data sets revealed that the cut-score could now be predicted less efficiently than before. Correlations between CMEE-Math and the NTE subtests now show far less relationship between them. The most reasonable explanation seems to be that the lower performing examinees on the NTE subtests have quit attempting the CMEE-Math, while examinees who typically do well on all standardized tests, but who lack the whole range of mathematics competencies, are still trying the CMEE-Math test. Coupled with the mathematically competent, who normally do reasonably well on the NTE subtests, the resulting pool of data sets appears to be random CMEE-Math scores. As a result, prediction is no longer possible. (Contains six tables and one figure.) (Author/SLD)

ED 388 699 TM 024 090

Witta, E. Lea; Keith, Timothy Z.
Multi-Sample Hierarchical Confirmatory Factor Analysis of the WISC-R: An Old Problem Revisited.
PUB DATE- Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Analysis of Covariance; Chi Square; *Construct Validity; Factor Structure; *Goodness of Fit; *Intelligence Tests; *Sampling
IDENTIFIERS- *Confirmatory Factor Analysis; *Hierarchical Analysis; LISREL Computer Program; Standardization; Wechsler Intelligence Scale for Children (Revised)

Although the Wechsler Intelligence Scale for Children-Revised (WISC-R) is being rapidly replaced by the third edition of the WISC, questions concerning the construct validity of the WISC-R have not yet been resolved, including the number of factors it measures and whether the same constructs fit across all age levels. This study sought to determine whether the WISC-R measures the same constructs across age levels, what constructs it does measure, and how many constructs provide the best fitting model. Multi-sample, hierarchical confirmatory factor analyses using the LISREL computer program (version 7.2) were performed on the WISC-R standardization data. This sample consisted of 2,200 subjects, 200 in each of 11 age groups from

analogy items. However, for easy items, particularly those that involve "science" content, white examinees appear consistently to perform differentially better than matched black examinees. In addition, semantic relationships dealing with part/whole relationships in the item stem also contributed negatively to black examinee percent correct responses. Three variables (item difficulty, science content, part/whole relationship) together account for 30% of the variance between the two ethnic (black and white) groups. Of these three significant predictors, two are semantic (part/whole and science content) while the third (item difficulty) reflects a non-semantic factor. Several hypotheses are advanced to explain these findings. Appendix A lists scoring categories, and appendix B lists the variable names and presents a table of intercorrelations of 39 variables. (Contains 2 tables, and 18 references.) (Author/SLD)

ED 388 720 TM 024 184

Cowell, William R.
A Procedure for Estimating the Conditional Standard Errors of Measurement for GRE General and Subject Tests. GRE Board Professional Report No. 87-03P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jun 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *Error of Measurement; *Estimation (Mathematics); Higher Education; *Scores; Selection
IDENTIFIERS- *Graduate Record Examinations; *Rights and Formula Scoring

A series of computer programs was written for computing the conditional standard errors of measurement (CSEM) for both rights-scored and formula-scored tests based on a method suggested by F. M. Lord (1984), commonly known as Lord's Method IV or the compound binomial method. These programs estimate the CSEM for both raw and scaled scores, average results for two or more forms, and compute form-to-form difference statistics for pairs of forms. CSEM, averages, and differences were computed for the verbal, quantitative, and analytical raw and converted scores for 8 forms of the Graduate Record Examinations (GRE) General Test and for 2 forms each of 15 GRE Subject Tests. The Committee on Standards for Educational and Psychological Testing of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education recommend that test publishers provide estimates of the standard error measurement at a number of widely spaced score levels. The CSEM data produced in this study have been made available to three programs that use GRE scores, along with other criteria, for awarding fellowships. These data also have been made available for use in GRE program publications and in correspondence. (Contains five tables and eight references.) (Author/SLD)

ED 388 721 TM 024 186

Chalifour, Clark; Powers, Donald E.
Content Characteristics of GRE Analytical Reasoning Items. GRE Board Professional Report No. 84-14P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- May 88
NOTE- 43p.

Rodriguez, Juan C.
Southeast Asians' Conceptions of Disabilities and Special Education Intervention in American Schools. Education of Individuals with Disabilities. Research Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 31 Mar 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Beliefs; *Cambodians; Case Studies; Cultural Background; Cultural Differences; *Disabilities; Elementary Secondary Education; Immigrants; *Minority Groups; Needs Assessment; *Parents; Refugees; *Special Education
IDENTIFIERS- *Attitudes toward Disabled; *Southeast Asians

The underpinnings of the conceptions Southeast Asians have about children with disabilities and special education intervention were studied as a basis for effective intervention for linguistically and culturally diverse Southeast Asian (SEA) children with disabilities. Cultural, historical, and other variables that influenced the perceptions of parents and teachers about disabilities and special education were studied, with emphasis on students of Cambodian origin. Data were collected from 100 SEA parents and 31 bilingual SEA teachers. These data were complemented by a case study involving 12 parents and 2 teachers. All parents and most teachers were Cambodian; some teachers were Laotian or Vietnamese. Parents and teachers acknowledged the contributions of historical and cultural background factors. About half of the parents were not sure whether SEA children with disabilities should go to school, and a quarter were not sure such children could learn. The greater the parental education level, the more likely they were to see the educational needs of children with disabilities. Many participants were unaware of the kinds of special education available for SEA children with disabilities. Teachers and parents expressed willingness to work together and learn more about special education. An appendix presents eight tables of study data. (Contains 40 references.) (SLD)

ED 388 741   UD 030 668

Nweke, Winifred C.; And Others
Racial Differences in Parental Discipline Practices.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Child Rearing; *College Students; *Discipline; Fathers; Higher Education; Mothers; Parent Attitudes; Parent Child Relationship; *Parenting Skills; Parents; Punishment; *Racial Differences; *Student Attitudes; White Students
IDENTIFIERS- African Americans

The differences in discipline practices between African Americans and White Americans were studied. A survey was conducted of 130 introductory psychology students from 2 southwestern universities, 1 historically Black and the other predominantly White. A questionnaire elicited biographical data and information about discipline practices and beliefs of their education in general and science education in particular. This document is designed as a briefing for those who have a concern with, and a responsibility for, education in public schools: middle-level teachers and principals, science specialists, curriculum directors, assessment personnel, staff development leaders, school district superintendents and administrators, state and federal education officials, university professors, and policy boards at all levels of American education. Chapters include: (1) "Science and Technology Education in the Middle Years"; (2) "A Vision of Science and Technology Education at the Middle Level"; (3) "Achieving the Vision"; (4) "Special Concerns"; and (5) "Summary and Recommendations." Contains 24 references. (JRH)

ED 388 513 SE 056 678

Gould, Stephen Jay
Darwin's Revolution in Thought: An Illustrated Lecture. Teaching Guide and Videotape.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Non-print Media (100)
DESCRIPTORS- *Biology; Elementary Secondary Education; *Evolution; Science Education; Science History; Teaching Guides
IDENTIFIERS- *Darwin (Charles)

"Darwin's Revolution in Thought" is Stephen Jay Gould's definitive treatise on Charles Darwin. This 50-minute classroom edition videotaped lecture is structured in the form of a paradox and three riddles about Darwin's life. Each is designed to shed light on one of the key features of the theory of natural selection, its philosophical radicalism, and why it has been so poorly understood. Using evolution biology, history of science, and social history Gould presents the picture of how human biases--philosophical, cultural, and spiritual--have continued to resist Darwin's theory, inverting it into its own scientific and philosophical opposite. Both popular culture and science alike reveal the profound ironies of unwillingness to come to terms with what Darwinism actually entails and the tragic consequences on thinking about human evolution and race. The teacher's guide is an outline of the lecture divided into eight sections each containing main themes and points from the lecture. At the end of each section are suggested topics and questions for writing or discussion. This detailed outline contains at least summary answers to most questions and discussion topics suggested. (JRH)

ED 388 514 SE 056 689

Pearson, Willie, Jr., Ed.; Fechter, Alan, Ed.
Who Will Do Science? Educating the Next Generation.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; *Engineers; *Equal Education; *Equal Opportunities (Jobs); Financial Support; *Science Careers; Science Education; Science Interests; *Scientists; Sex Differences

DESCRIPTORS- *Cultural Education; *Cultural Maintenance; Culture; Elementary Secondary Education; *Folk Culture; Foreign Countries; *Heritage Education; Higher Education; Oral Tradition; *Spanish Culture
IDENTIFIERS- *Spain (Barcelona)

This report is designed to examine the construction of cultural memory, specifically the interpretation and transmission of historical knowledge in Spain and Catalonia. The study contends that in modern complex societies the genre commonly categorized as history represents a particular form of cultural construct devoted to the transmission, preservation, and alternation of the collective memory. The volume includes the following chapters: (1) "Introduction"; (2) "The Transition"; (3) "Models of Education and Models of Society"; (4) "The Structure of Education"; (5) "The Context of Learning"; (6) "Interpreting the Past"; (7) "Understanding the Present"; and (8) "Hegemony and Cultural Process." A map and diagram of the educational system accompanies the text along with a lengthy bibliography. Contains 12 pages of references. (EH)

ED 388 536 SO 025 101

Gold, Julia Ann; And Others
Challenging Students with the Law. An Interdisciplinary Curriculum for Gifted and Talented Students at the Upper Elementary and Middle School Levels.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 505p.; For some related reports from this institute, see SO 025 102-105.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; *Citizenship Education; Elementary School Students; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Junior High School Students; *Law Related Education; Middle Schools; Social Studies; *Talent; Teaching Methods
IDENTIFIERS- Middle School Students

This curriculum guide, suitable for a wide range of students from elementary to high school, offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into courses for gifted and talented students and all types of learners. Each lesson identifies how many of the seven intelligences (Howard Gardner, 1993) are utilized in that lesson. The eight units of the curriculum cover the legal issues of the old growth forests, the internment of Japanese Americans, the Salmon Summit, the automobile industry, freedom of speech, search and seizure in Washington state, immigration, and animal rights. The guide begins with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section also includes a description of the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) and a history of this curriculum project. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulation, group activities, and opinion polls. Each lesson plan specifies the required number of class periods, the objectives, and procedures. The lesson plans include student handouts such as newspaper articles and worksheets. (JD)

ED 388 537 SO 025 102

Proceedings of the National Technological Literacy Conference (10th, Arlington, Virginia, March 2-5, 1995).

SPONS. AGENCY- American Vocational Association, Alexandria, VA.; Epsilon Pi Tau, Inc., Bowling Green, OH.; International Technology Education Association, Reston, VA.; Teachers Clearinghouse for Science and Society Education, Inc., New York, NY.; Triangle Coalition for Science and Technology Education, College Park, MD.

PUB DATE- Sep 95

NOTE- 247p.; For related documents, see ED 365 750, ED 350 248, ED 381 429, ED 339 671, ED 325 429, ED 315 326, ED 308 099, and ED 293 705. Other conference sponsors include the Assembly for Science and Humanities and Student Pugwash USA.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Futures (of Society); Higher Education; Interdisciplinary Approach; *Quality of Life; *Science and Society; Scientific and Technical Information; Social Change; Social Influences; Social Problems; *Technological Advancement; *Technological Literacy

This collection of 20 papers represents the work of 24 authors with a variety of perspectives on the growth of the science, technology and society movement in the United States in the past 10 years. These essays are seen as a representative sample of the work of the movement. Divided into four sections, Section 1, "General Science, Technology and Society Studies," includes: (1) "The Policy Discourse of STS: STS as an Issue Area and Interaction Network" (Lars Fuglsang); (2) "Public Perception Issues: Agricultural and Environmental Biotechnology" (Charles Hagedorn; Susan Allender-Hagedorn); (3) "Controversies over Evolution and Creationism: Toward a Postmodern Historiography of Science" (Michael Seltzer); (4) "Mathematics: An Important Interface Language for STS" (Glenda R. Haynie; W. James Haynie); (5) "Women and Genes: Finding the Right Fit" (Deborah Blizzard); and (6) "Community or Commodity? Reconsidering the Environmental Movements in Taiwan" (Shih-Jung Hsu; John Byrne). Section 2, "Science, Technology and Society Collegiate Programs," contains: (1) "Teaching Information Self-sufficiency in the Academic Disciplines: A Three-tiered Approach" (Deborah S. Grealy; Lorraine Evans); (2) "Integrating Ethics into Undergraduate Research: The NSF Research Experience for Undergraduates Program" (R. Eugene Mellican); (3) "A Multimedia Approach to Computer Ethics" (Frances K. Bailie); (4) "Development of an Undergraduate Environmental Curriculum in Bangladesh" (Cub Kahn); (5) "What We Learn from Role Playing in an STS Activity" (Cheng-Hsia Wang); (6) "An STS Activity--Ozone Depletion" (Cheng-Hsia Wang); (7) "The Chinese Reforms and the Rationalization of Environmental Dispute Resolution" (Abigail R. Jahiel); and (8) Physics: Concepts and Connections" (Art Hobson). Section 3, "Science, Technology and Society in K-12 Education," includes: (1) "Available, Ready To Explore" (Bernice Hauser); (2) "High School Students' and Teachers' STS Outlook Profiles. Are There Gender Differences?" (Uri Zoller; David Ben-Chaim); and (3) "How a City Works: A Professional Development Institute for Teachers" (Debra Aczel and others). Section 4, "Technologies, Boundaries, and Realities: Dancing on the Borders of Human and Machine," contains: (1) "A Deconstructive Demi-dance" (Suzanne K. Damarin); (2) "Women Computer Scientists" (Linda Condron); (3) "The Paradox of Technology for Persons with Disabilities" (Jan Johnson); and (4) "Yellow Roses: The Case against the Name 'Virtual Reality'"

Interrelationships; Foreign Countries; *Geographic Location;
*Geography; Intermediate Grades; Maps; *Map Skills; Physical
Divisions (Geographic); *Physical Geography; Political
Divisions (Geographic); Secondary Education; World Geography
IDENTIFIERS- *China; Silk Road

This curriculum unit introduces students to the travelers and traders from the early part of the Han-Roman times up to the 14th century who took great risks in pursuit of silk. A variety of activities explore the development of the Silk Road trade routes, including journal writing, small group reading and writing activities, role play and simulations, mapping activities and video shows to highlight the rich cultural exchange that occurred from the trade. The lessons are: (1) "Preparing for the Journey"; (2) "Zhang Qian and the Spirit of Exploration"; (3) "Trade Along the Silk Road"; (4) "Cross-Cultural Communication"; (5) "Sharing Beliefs and Ideas"; (6) "The Silk Road During the Golden Age of the Tang"; (7) "Change Along the Silk Road"; and (8) "Cultural Exchange Today Along the Silk Road." Student handouts and teacher reference copies are included. (EH)

ED 388 581 SO 025 479

Steinbeck, Reinhold; And Others
Collapse of a Multinational State: The Case of Yugoslavia. A Curriculum Unit for History and Social Studies. Recommended for Grades 9 through Community College.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 89p.; Funding also received from the United States Institute for Peace.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; *Culture Conflict; Ethnic Groups; *Ethnic Relations; Foreign Countries; *Geography; *Physical Geography; *Political Divisions (Geographic); Postsecondary Education; Secondary Education; Social Bias; Two Year Colleges; World Geography
IDENTIFIERS- Multinational States; *Yugoslavia

This curriculum unit teaches students about nationalism within the context of Europe and is designed to help better understand the history of Yugoslavia and why Yugoslavia fell apart. The unit focuses on Yugoslavia as a multinational state and how the federation was organized during different historical time periods. There are three lessons in the unit. Lesson 1, "Europe, Yugoslavia, and Nationalism: An Introduction," introduces students to the geography of Europe and Yugoslavia and how nationalism was influenced by geographic factors. Lesson 2, "The Road to Sarajevo," uses a readers' theater to introduce students to events spanning a period from 1876 to 1918 and focuses on the assassination of the heir to the throne of the Austrian monarchy and the motivations behind the killing. Lesson 3, "The One and the Many: Unity and Diversity in a Multinational State," provides the opportunity to examine Yugoslavia and its various nationalities, exploring how this multinational state worked, or didn't, and what divided or united the various nationalities and republics during different times. Appendixes include a timeline, notes, and a list of 27 general resources and 29 suggested readings. (EH)

ED 388 582 SO 025 480

(131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; Annotated Bibliographies; Art Education; Educational Resources; Elementary Secondary Education; Foreign Countries; *Illustrations; Interdisciplinary Approach; Language Arts; *Picture Books; *Visual Arts
IDENTIFIERS- *Visual Design

Picture books have the potential to expand students' visual perceptions and foster language development, as well as promote an appreciation of art and literature. While books traditionally have been used to foster language development, limited use has been made of them in areas of visual and aesthetic literacy. This book intends to establish useful connections between picture book resources and the elements and principles of design; assist integration of visual and language arts; and establish access to picture books by literary theme, formal aesthetic quality, and artistic technique. The book is divided into 3 parts. Part 1, "Features," identifies the design elements and principles, line, texture, shape, color, pattern, form, tone, and intensity, and highlights their application through interdisciplinary use of picture books. In part 2, "Annotated Bibliography," each entry provides information on the formal qualities of design, ideas for use, suggestions for strategies and thematic applications in language arts, and ideas for integration across the curriculum. Part 3, "Appendices," contains seven appendices that enhance, support, or expand the information provided in parts 1 and 2. These appendices are "List of Illustrators"; "Title Index"; "Border Design"; "Alphabet Books"; "Literary Subjects and Themes"; "Artistic Elements, Techniques, and Themes"; and "Bibliography of Resources." (MM)

ED 388 604   SO 025 576

Balthazar, Richard
Remember Native America! The Earthworks of Ancient America.
PUB DATE- 92
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - Geographic Materials (133)
DESCRIPTORS- *American Indian History; Archaeology; Diagrams; Elementary Secondary Education; Illustrations; Maps; Material Culture; *North American History; Resource Materials; Visual Aids
IDENTIFIERS- *Earthworks (Mounds); Moundbuilders; *Native Americans

In the eighteenth and early nineteenth centuries prehistoric earthworks were to be seen throughout North America. Fascinated colonialist and European settlers attributed these mysterious mounds to mythic Eurocentric sources rather recognizing them as evidence of prehistoric Amerinds. By the end of the nineteenth century interest in the moundbuilders and their earthworks had waned. Treasure hunters had ransacked most of the ancient sites and many earthworks succumbed to the plow or newly constructed towns. Thousands of earthworks and moundbuilder artifacts vanished forever. This book depicts many ancient sites in over 120 historic maps and photographs, and in photographs and line drawings. Each site is identified and briefly described in its appropriate period section, The Archaic Period (to 500 BC); The Ohio Period (500 BC-AD 500); and The Mississippi Period (AD 500-1500). An Epilogue and 3 Appendices follow. The appendices contain: an alphabetical site listing by state; "Gallery of

Development; Program Evaluation; State Programs; Statewide Planning; *Teacher Recruitment
IDENTIFIERS- *South Carolina; Teacher Cadet Program SC

This publication reports on the 1994-95 activities of the South Carolina Center for Teacher Recruitment including the status of programs, mission, goals and budget for the next year. The Center was established in 1985 and has become a national model for teacher recruitment. Its most widely known programs are: Minority Recruitment, Crossroads Summer Institute, ProTeam Middle School Program, Summer Teaching Careers Institute, Teacher Cadet Program, Teacher Job Bank, EXPO for Teacher Recruitment, Teacher Forum, Troops to Teachers, and Teacher/Professor in Residence Program. An introduction notes that despite threats that the Center might have to close, many rallied to its support. The Center also received three important grants and implemented an electronic mail system. Topics covered are Center governance, policy board/task force, administrative organizational chart, staff, teacher recruitment pipeline, mission, 1995-96 goals, background, program evaluation plan, minority teacher recruitment, ProTeam Program Crossroads Summer Institute, Summer Teaching Careers Institute, Teacher Cadet Program, College Partnerships, College HelpLine Program, Teacher Forum, Job Bank, EXPO for Teacher Recruitment, Troops to Teachers, advertising and marketing, "Center Point" newsletter, Teachers in Residence, ProTeam Sites, Teacher Cadet Sites, year end financial report, and 1995-96 budget. (JB)

ED 388 624   SP 036 268

Chuska, Kenneth R.
Improving Classroom Questions: A Teacher's Guide to Increasing Student Motivation, Participation, and Higher-Level Thinking.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Discovery Processes; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Learning Processes; Learning Strategies; *Questioning Techniques; *Student Motivation; Student Participation; Teaching Guides; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Questions

This publication is a practical guide for teachers to improve their questioning techniques and thus increase their students' motivation, participation, and higher-level thinking. Teachers are urged to re-examine their views on educational practices and develop a teaching plan which accentuates opportunities for student involvement, and allows students some autonomy in the planning and process of learning. They should devise assessments which ask students to demonstrate what they have learned, not just simply display their ability to memorize. This publication consists of seven chapters. Chapter 1 examines four cultural trends influencing the importance of more effective questioning including changes in the associations among school, work, and society and the current explosion of knowledge. Chapter 2 presents strategies to promote student involvement while still covering the required material. Chapter 3 explains the importance of using different questioning methods to pursue short- and long-term objectives before, during, and after a unit of work. Chapter 4 describes specific

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Education Majors; Elementary Education; Higher Education; *Knowledge Base for Teaching; Longitudinal Studies; Outcomes of Education; Program Evaluation; Schools of Education; *Teacher Education Programs
IDENTIFIERS- *ACT Assessment; Mississippi State University; *NTE Test of Professional Knowledge

In 1948 the Mississippi State University College of Education underwent a major revamping of the undergraduate program. Prior to new reforms, data were gathered on elementary education majors to study the effects of the reforms. In order to compare a variety of data from two years prior to 1984 (before actual changes) with data of those graduating during the 1984-88 period (partial changes implemented) and of those graduating since 1988 (all changes implemented), the study looked at four questions: (1) whether personal characteristics of elementary education majors change; (2) relationships between the ACT (American College Test) and the NTE (National Teachers Exam); (3) changes in the NTE scores following curriculum modification; and (4) whether these reforms would bring about the desired changes. After a review of relevant literature, data relating to each of the research questions are discussed. Findings indicated that over the course of the study, elementary education majors' personal characteristics appeared very similar, and that the best predictor of how well students performed on the areas of the NTE was the ACT Composite Score. The study also found a significant increase in scores on all the ACT areas. In general, scores for NTE areas increased approximately four points, with the exception of the Elementary Specialty Area which increased over 40 points. The question raised by this study is why the curriculum area which underwent the most radical reform (professional knowledge) showed the least gain and the curriculum area which underwent the least radical reform (Elementary Education Specialty Area) showed the most gain. Tables summarizing the data are included. (Contains 32 references.) (ND)

ED 388 643   SP 036 289

Gee, Jerry Brooksher
Variance in Pretest/Posttest Scores of Diversified Post-Baccalaureates Enrolled in an Advanced Graduate Methods Course.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Alternative Teacher Certification; Educational Certificates; Elementary Secondary Education; *Graduate Students; Higher Education; *Knowledge Base for Teaching; Methods Courses; Nontraditional Education; *Teacher Background; Teacher Education; *Teaching Experience

A common belief among teacher educators is that different academic backgrounds may influence student entry level and rates of matriculation through the curriculum. This report describes a study using a "pretest/posttest" method to evaluate student academic progression, and to determine variance in scores between two groups of graduate students (n=32) of dissimilar undergraduate academic background: those with liberal arts college. As an indicator of environmental worldview, the New Environmental Paradigm (NEP) scale was used. Three research questions were examined: (1) What is the environmental worldview of preservice teachers?; (2) Are the worldviews consistent across all three dimensions of the scale?; and (3) Do education majors have different environmental worldviews as compared to other college students? Subjects were 147 undergraduate students. Data were collected from students at all levels of education. Sixty-four percent were enrolled in the teacher education program. The results indicated that a clear majority of preservice teachers held an environmentally friendly worldview. Some variations did appear when considering the preservice teachers' worldviews across all three dimensions of the scale. The strongest areas of agreement with the NEP were in the "Balance of Nature." Similar agreement was found on the "Man over Nature" dimension. The weakest area of agreement with the NEP was the "Limits to Growth" dimension with only 68 percent agreement across that dimension's four statements. Preservice teachers generally had a similar environmental worldview when compared with other college students. (Contains 10 references.) (Author/JB)

ED 388 661 SP 036 309

Bushman, Lisa; Schnitker, Brenda
Teacher Attitudes on Portfolio Assessment, Implementation, and Practicability.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Elementary Secondary Education; *Evaluation Methods; Higher Education; Informal Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; Student Records; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Teacher Knowledge

This study consisted of a survey of 31 professional educators to determine their knowledge and attitudes concerning the use of portfolios as an assessment tool. Of the 31 surveys that were mailed to the subjects, 29 were returned, with a response rate of 94 percent. Out of the 29 professionals that were surveyed, only six had implemented the use of portfolio assessment. Among respondents, 52 percent felt they had not received adequate training in portfolio use, 88 percent favored the use of portfolios, and most respondents identified practical problems with portfolio use including inadequate training and time management. The survey findings suggest that teachers see portfolios as an effective means of addressing students' progress, strengths, and weaknesses, but that increased training is needed. The survey instrument is appended. (ND)

ED 388 662 SP 036 310

Smith, Cheri; And Others
Assessing College Students' Attitudes, Knowledge and Behavior Towards HIV/AIDS.
PUB DATE- 9 Nov 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9, 1995).
LANGUAGE- English

deviation for 3 levels of effect size differences between the responders and nonresponders (0.0, 0.25, and 0.50). Two data sets were used: 400 normally distributed random values and 200 responses to an item on a Likert-type scale. The number of replications for each condition was 5,000. The proportion of population values contained within a 95% confidence interval of the sample estimates was then calculated with respect to the mean and standard deviation. For the 0.0 effect size conditions, all response rate levels produced expected proportions of samples containing the population values. Increased effect size differences combined with reduced response rate levels resulted in biased estimates, particularly for the mean. Although return rates of 70% have been recommended as adequate, response rates of at least 90% may be needed if moderate effect size differences are suspected between responders and nonresponders. (Contains 4 tables and 14 references.) (Author/SLD)

ED 388 680 TM 023 712

Benoit, Joyce; Yang, Hua
A Redefinition of Portfolio Assessment Based upon Purpose: Findings and Implications from a Large-Scale Program.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Criteria; *Educational Assessment; Educational Policy; Educational Theories; Elementary Secondary Education; Models; *Portfolio Assessment; School Districts; *Scoring; Standardized Tests; Test Construction; Testing Programs; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- Dallas Independent School District TX; Education Consolidation Improvement Act Chapter 1; *Large Scale Programs; *Performance Based Evaluation

The use of portfolio assessment in the Dallas (Texas) Independent School District and the future of portfolio assessment are discussed. A literature review is followed by a description of the development process that preceded the Chapter 1 portfolio assessment of the Dallas schools. Portfolio results are then compared to the standardized measures available within the school district, and the issues of reliability and validity are discussed. The policy implications of portfolio use are also discussed. The experiences of the school district lead to the conclusion that the current theoretical model for portfolio assessments should be changed. When a portfolio is used for accountability purposes, it must be designed from the top-down with clearly defined criteria and appropriate rubrics. Reliability in portfolio assessment comes only from a well-structured and carefully scored portfolio. A portfolio designed to improve instruction and learning must be designed from the bottom up. It is not possible to use a single portfolio assessment system to accomplish both goals. (Contains 1 figure and 19 references.) (SLD)

ED 388 681 TM 023 714

Kramer, Gene A.
A Cross-validation of the Design Components Influencing the Difficulty of Orthographic-Projection Spatial-Ability Items.

6.5 to 16.5 years. The covariance matrices for the 11 age levels were statistically indistinguishable (p .05). The test did measure the same constructs across ages. The three-factor model provided a statistically better fit than the two-factor model, and a more parsimonious fit than the four-factor model. In addition, the three-factor model produced a consistently good fit as tested by chi-square holding both measurement and error matrices invariant across all 11 age groups. (Contains 3 tables, 4 figures, and 11 references.) (Author/SLD)

ED 388 700 TM 024 091

Wu, Yi-Cheng; McLean, James E.
To Block or Covary a Concomitant Variable: Which Is More Powerful?
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994). For a related paper, see ED 365 712.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Analysis of Variance; *Correlation; *Decision Making; *Factor Structure; Monte Carlo Methods; *Research Methodology
IDENTIFIERS- *Blocking Paradigm; *Concomitant Variables

The most widely used procedures to harness the power of a concomitant (nuisance) variable are block designs and analysis of covariance (ANCOVA). This study attempted to provide a scientific foundation on which to base decisions on whether to block or covary and how many blocks to be used if blocking is selected. Monte Carlo generated data were analyzed using one-way analysis of variance (ANOVA); two-block, four-block, and eight-block designs; and ANCOVA. Resulting empirical powers were entered into a repeated measures four-way factorial design with three factors representing different experimental conditions and one factor representing the five procedures being compared. The results indicated that the correlation coefficient between the concomitant and dependent variables was the critical factor to influence the choice. One-way ANOVA was the best choice when there was no relationship, blocking was preferred when the correlation was low, and ANCOVA achieved the highest power when the correlation was high. Block designs and ANCOVA became more powerful and the optimal number of blocks increased as the correlation coefficient, the number of treatments, and the number of subjects per treatment increased. Five appendixes provide four tables of supplemental information and computer codes used in the analysis. (Contains 5 tables and 44 references.) (Author/SLD)

ED 388 701 TM 024 095

Flaitz, Jim; Perdomo, Toni
Rethinking the Treatment of Traditional Assessment Topics in Light of a Movement toward Authentic Assessment in the Classroom.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coding; *Difficulty Level; Higher Education; *Test Construction; Test Content; Test Items
IDENTIFIERS- *Analytical Reasoning; *Graduate Record Examinations; Test Specifications

In actual test development practice, the number of test items that must be developed and pretested is typically greater, and sometimes much greater, than the number eventually judged suitable for use in operational test forms. This has proven to be especially true for analytical reasoning items, which currently form the bulk of the analytical ability measure of the Graduate Record Examination (GRE) General Test. This study involved coding the content characteristics of some 1,400 GRE analytical reasoning items and correlating them with indices of item difficulty, discrimination, and independence from the verbal and quantitative measures. Several item characteristics were predictive of the difficulty of analytical reasoning items. Generally, these same variables predicted item discrimination, but to a lesser degree. Independence from the GRE verbal and quantitative measures was largely unpredictable. The results suggest several content characteristics that could be considered in extending the current specifications for analytical reasoning items. The use of these item features may also contribute to greater efficiency in developing such items. Appendix A gives examples of analytical reasoning sets, and appendix B contains variable definitions and instructions to raters. (Contains 5 tables and 23 references.) (Author/SLD)

ED 388 722 TM 024 187

Angoff, William H.; Johnson, Eugene G.
A Study of the Differential Impact of Curriculum on Aptitude Test Scores.
PUB DATE- Aug 88
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aptitude Tests; College Students; *Curriculum; Higher Education; Majors (Students); *Mathematics Tests; *Scores; Sex Differences; Test Results; *Verbal Tests
IDENTIFIERS- *Graduate Record Examinations; *Scholastic Aptitude Test

A sample of 22,923 students who had taken the Graduate Record Examination (GRE) General Test in the academic years 1983-84 and 1984-85, and who had also taken the Scholastic Aptitude Test (SAT) 4 or 5 years earlier was identified and classified by undergraduate field of study (four major curriculum categories) and sex. Several analyses were undertaken to determine the degree of differential impact that sex and field of study might have on GRE-verbal, GRE-quantitative, and GRE-analytical scores, after controlling on SAT-verbal and SAT-mathematical scores. It was found that correlations of SAT-verbal with GRE-verbal and SAT-mathematical with GRE-quantitative were extremely high for the entire sample and for eight identified subgroups. The impact of curriculum and sex was found to be low for GRE-verbal, but relatively high for GRE-quantitative, and moderate for GRE-analytical. Additional studies concentrating only on clearly verbal and clearly mathematical fields showed small additional impact. Another study indicated that there was a generally slight effect of the institution attended on GRE-quantitative scores, but the basic parents. The chi-square test and analysis of variance were used to analyze the data. Results showed that parents of both White and African-American subjects would punish misbehavior that occurred outside the home, but that the place and time of punishment differed. Also it was found that, while 87.5% of the mothers were responsible for discipline in African-American families, only 51% of the mothers in White families had that responsibility. There were also significant main effects of educational level on the tendency to use reinforcement and of racial differences in parenting beliefs. (Contains 5 tables and 14 references.) (Author/SLD)

ED 388 742 UD 030 669

McInerney, Dennis M.; And Others
Achievement Goal Theory and Indigenous Minority School Motivation: The Importance of a Multiple Goal Perspective.
PUB DATE- 94
NOTE- 17p.; Paper presented at the AARE Conference (Newcastle, New South Wales, Australia, November 27-December 1, 1994). For related document, see UD 030 665.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; American Indians; Cultural Differences; Dropouts; Foreign Countries; Goal Orientation; *High School Students; *Indigenous Populations; Junior High School Students; Minority Groups; *Navajo (Nation); Parents; Secondary Education; Student Attitudes; *Student Motivation
IDENTIFIERS- *Australia; *Goal Theory

Research at the classroom and school levels suggests that children from many indigenous cultural communities appear to be at a particular disadvantage with regard to academic achievement and school retention. This paper reports on a continuing study with Australian Aboriginal and Navajo Indian children investigating the relevance and applicability of goal theory to explaining indigenous motivation in school settings. In particular it examined task, ego, social solidarity, and extrinsic goal structures as a means of explaining and predicting minority motivation in school settings. Subjects, 496 Aboriginal students from grades 7 through 12 and 529 Navajo students from grades 9 through 12, completed an instrument developed for the study, the Inventory of School Motivation (ISM). Exploratory factor analyses of results offered considerable support for the Personal Investment Model of goal achievement proposed by M. L. Maehr (1984). The study also supported the predictive power of the ISM. For each group the combined set of culturally determined predictor scales (multiple goals) developed from the personal investment framework was found to be significantly related to expectations about continuing or leaving school and a range of demographic variables. (Contains 4 tables and 34 references.) (Author/SLD)

ED 388 743 UD 030 670

Rainwater, Lee; Smeeding, Timothy M.
Doing Poorly: The Real Income of American Children in a Comparative Perspective. Luxembourg Income Study. Working Paper No. 127.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Russell Sage Foundation, New York, N.Y.
PUB DATE- Aug 95
NOTE- 46p.; Some pages and figures may not reproduce well due to

Fewer U.S. college students are choosing to study math, science, and engineering and half of those who do eventually switch to non-science majors. In this book scholars and policy analysts from a variety of disciplines describe the present demographic situation, analyze the effectiveness of current programs for recruitment and retention, and examine policies that will improve the education of tomorrow's scientists and engineers. Topics discussed include the motives of students as they consider careers; the attitudes and influence of parents, teachers, and peers; the challenges faced by women and minorities; and the need for financial support during the lengthy training required to pursue careers in science. Chapters include: (1) "The Next Generation of Scientists and Engineers: Who's in the Pipeline?" (Betty M. Vetter); (2) "Investing in Human Potential: Policies and Programs in Higher Education" (Marsha Lakes Matyas); (3) "Barriers to Women's Participation in Academic Science and Engineering" (Henry Etzkowtiz, Carol Kemelgor, Michael Nueschatz, and Brian Uzzi); (4) "The Contributions of Historically Black Colleges and Universities to the Production of African American Scientists and Engineers" (William Trent and John Hill); (5) "Bachelor's Degree Chemists, 1970-1990: Past Choices and Future Prospects" (Terrence Russell); (6) "Trends in Science and Engineering Doctorate Production, 1975-1990" (Earl Smith and Joyce Tang); (7) "Future Supply and Demand: Cloudy Crystal Balls" (Alan Fechter); and (8) "Human Resources in Science and Engineering: Policy Implications" (Cheryl Leggon and Shirley Malcom). (JRH)

ED 388 515   SE 056 696

Evolution of a Planetary System. SETI Academy Planet Project.
SPONS. AGENCY- National Aeronautics and Space Administration, Moffet Field, Calif.; National Aeronautics and Space Administration, Mountain View, Calif. Ames Research Center.; National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Astronomy; Earth Science; Intermediate Grades; *Science Activities; Science Education; *Space Exploration; *Space Sciences; *Stars

The SETI Academy Planet Project provides an exciting, informative, and creative series of activities for elementary students (grades 5-6) in these activities each student plays the role of a cadet at the SETI Academy, a fictitious institution. This unit examines the evolution of stars and planets which is an important aspect of the search for intelligent life. It enables students to visualize how the Sun and its family of nine planets have formed and evolved into the solar system. By applying what they have learned about the evolution of the earth, students are led to imagine how planets might have formed around other stars, how individual planets have evolved through similar processes, and what such planets might look like today. This unit explores how the Earth has changed over time, how tectonic forces deep inside brought these changes, and how geographic locations and geologic landforms influence climate. Some activities present opportunities for students to use the results of their research to design planetary systems that contain habitable planets, evolve individual planets into life-sustaining worlds, and create continental and climate maps of their planets. Resources

Lindquist, Tarry L.; And Others
Teaching the Bill of Rights. A Guide for Upper Elementary and Middle School Teachers.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 91
NOTE- 312p.; For some related reports from this institute, see SO 025 101-105.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional Law; Elementary Education; Elementary School Teachers; Foreign Countries; Instructional Materials; Intermediate Grades; *Law Related Education; Middle Schools; Secondary School Teachers; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Bill of Rights; Pacific Rim; United States Constitution

To celebrate the Bicentennial of the United States Constitution, this curriculum illustrates the concepts of the Constitution and Bill of Rights through events and issues of the Pacific Northwest. The eight units of the curriculum include constitutional visions, the trial of Hershel C. Lyon: an environmental dilemma, comparison of rights around the Pacific Rim, a whole language approach to law and literature, a bibliography, Japanese internment cases, a history of the Bill of Rights, freedom of speech, and self-incrimination. The unit on rights around the Pacific Rim requires students to compare individual rights across cultures and provides information on rights in the United States, Soviet Union, the Philippines, Mexico, Canada and China. For each unit, the curriculum guide explains the sources of the material, the need for resource persons, the number of class periods, a general description, and outcomes. The units include lesson plans which state the objectives, trace the procedures, and present student handouts. The lesson plans endeavor to stimulate student interest through interactive activities such as brainstorming, role plays, mock trials, small groups, and games. (JD)

ED 388 538 SO 025 103

Armancas-Fisher, Margaret; And Others
Law-Related Education: Linking Language Arts and Social Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 267p.; For some related reports from this institute, see SO 025 101-105.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Instructional Materials; Interdisciplinary Approach; *Language Arts; *Law Related Education; Secondary Education; Social Studies; Teaching Methods

This curriculum guide offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into a variety of social studies and language arts courses. The materials are designed for a secondary school audience, with adaptations included to make the materials work with "average" readers, fundamental readers, and limited English readers. A social studies and a language arts version are presented for each of the four units: criminal law, family

(C. Allen Shaffer). (EH)

ED 388 559 SO 025 378

Evans, Mary
President Hoover: A Student Guide.
PUB DATE- 94
NOTE- 13p.; For related documents, see SO 025 379-381 and SO 025 383-384.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; Federal Government; *Modern History; *Presidents of the United States; Secondary Education; *Social History; Social Studies; State History; *United States History
IDENTIFIERS- *Hoover (Herbert)

This information packet is intended for student use in research about the life of President Herbert Hoover. The packet is divided into three sections. Part 1 is "The Herbert Hoover Chronology," which sequences Hoover's accomplishments along with world events from his birth in 1874, until his death in 1964. Part 2 is "A Boyhood in Iowa," which is an excerpt taken from an informal address of boyhood recollections before the Iowa Society of Washington by Herbert Hoover in 1927 when he was 53 years old. Part 3 is "Presidential Cartoons," and shows artists' ways of portraying Hoover's accomplishments through illustrations. Lists of additional readings for students and teachers are included. (EH)

ED 388 560 SO 025 379

Kurtz, Alice K.
Lou Henry Hoover: The Independent Girl. A Curriculum Guide.
PUB DATE- 94
NOTE- 112p.; Some photographs may not copy well. For related documents, see SO 025 378-381 and SO 025 383-384.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archives; *Conservation (Environment); Family History; Federal Government; National Libraries; *Presidents of the United States; Secondary Education; *Social History; Social Studies; *United States History; *Womens Studies
IDENTIFIERS- *Hoover (Lou Henry)

This curriculum guide provides ideas for teaching about Lou Henry Hoover, wife of President Herbert Hoover. The book examines personal data, as well as the social milieu of the times of the Hoover's. Teaching suggestions accompany the chapters. There are 12 chapters in the guide: (1) "Timeline, Biographical Sketch, and Photographs of Lou Henry Hoover"; (2) "Lou Henry Hoover's Family Tree--Tracing Your Family History"; (3) "Comparing Childhoods--Interviewing Skills"; (4) "Point of View--Writing from Different Perspectives"; (5) "Lou Henry Hoover Outdoor Person--Environmental Issues"; (6) "Travels with the Hoovers-Geography and Visual Literacy"; (7) "Lou Henry Hoover First Lady--What Is the Role of the First Spouse?"; (8) "Lou Henry Hoover and Women's Changing Status and Roles"; (9) "Trending--Tracing Trends during the Lifetime of Lou Henry Hoover"; (10) "Historical Timeline of Events, 1874-1944, Lou Henry Hoover's Lifetime"; (11) "Songs of the Thirties--Identifying the Times through Song Lyrics"; and (12)

Mapping Asia: A Curriculum Unit Grades Six to Ten.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Foreign Countries; *Geographic Concepts; *Geographic Location; *Geography; Geography Instruction; Intermediate Grades; *Maps; *Map Skills; Physical Divisions (Geographic); *Physical Geography; Political Divisions (Geographic); Secondary Education; Topography; World Geography
IDENTIFIERS- *Asia

This curriculum unit teaches students about the basic physical and political geography of Asia and introduces or reviews fundamental geographical concepts and vocabulary in an Asian context. Each of the unit's five lessons can be integrated into the curriculum where it best suits students' needs, but it is suggested that the unit be taught as a whole. The lessons are: (1) "Getting Oriented to Globes and Maps"; (2) "Countries of Asia"; (3) "What is Asia"; (4) "Learning the Physiographic Features of Asia"; and (5) "Asian Climate." Handouts, transparencies, teacher's guides, and appendices containing conversion tables and a data bank are included. (EH)

ED 388 583 SO 025 482

Brooks, Margaret
Through My Eyes: A Child's View of World War II. Appropriate for Grades 5-8.
SPONS. AGENCY- Veterans of Foreign Wars, Washington, DC.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Education; Family History; Intermediate Grades; Interviews; Junior High Schools; Local History; *Modern History; Oral History; *Oral Tradition; Primary Sources; Social Studies; *United States History; *World War II
IDENTIFIERS- Victory Gardens

This activity book is designed for grades 5-8 to look at America at home during World War II. The work examines the efforts of the men, women, and children who supported and supplied one of the greatest mobilizations of people and material that the world has ever witnessed. The activities were planned to compliment the exhibit of the same name, but they can be used to enrich any study of World War II and the homefront. The booklet is divided into five parts. Activities are designed to be completed in a single session, except for the "Victory Garden in a Pot." Part 1, "Road to War," contains: (1) "Teacher Resource"; (2) "The Road to War: Time Line"; (3) "Faces in the News"; and (4) "Places in the News." Part 2, "Where Were You on December 7, 1941?" contains: (1) "Teacher Resource"; (2) "Oral History Release"; (3) "Where Were You on December 7, 1941? Personal Accounts"; (4) "Oral Histories: Why? Who? How? Basic Rules"; and (5) "My Family Interview." Part 3, "Mom Goes to Work," contains: (1) "Teacher Resource"; (2) "Yesterday and Today"; (3) "Rosie the Riveter"; and (4) "Mom Goes to Work: Personal Accounts." Part 4, "V for Victory," contains: (1)

Artifacts," presenting 50 illustrations of motifs and artifacts, and a selected reading list. (MM)

ED 388 605 SO 025 667

Perry, Elisabeth Israels
Women in Action: Rebels and Reformers 1920-1980.
PUB DATE- 95
NOTE- 67p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Citizen Participation; *Civil Liberties; *Civil Rights; Females; *Feminism; Higher Education; Justice; United States History; *Voting; *Voting Rights; *Womens Studies

This book, celebrating the 75th anniversary of the 19th Amendment as well as the 75th anniversary of the League of Women Voters, argues that U.S. women always have been political, even when they were excluded from party membership, voting and running for office. Political expression could be found in early temperance societies, antislavery societies, other voluntary associations, or through spontaneous protests, pickets and crowd actions. Women's involvement in political life has been given little attention by historians until recent years. The purpose of this book is to introduce an ongoing reexamination of the historical record of women's political activism. Chapters include: (1) "The Place of Women in American Political History"; (2) "Women's Social Welfare Movements after Suffrage"; (3) "Rights for Women"; (4) "Women in the Civil Rights Movement"; (5) "Labor and the Economy"; (6) "Women in Peace Activism and International Affairs"; and (7) "Conclusion: Does Women's Participation Count?" Contains a 43-item bibliography. (EH)

ED 388 606 SO 025 688

Miller, Steven L., Ed.
European Unification: A Conceptual Guide for Educators.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Developed Nations; Developing Nations; *Economic Change; *Economic Development; *Economics; *European History; Higher Education; *International Relations; *International Trade; Modern History; Modernization; Western Civilization; World Affairs
IDENTIFIERS- European Community; European Unification

This book is intended to provide educators with the means to observe and teach about the unification process in Europe. The book contains a collection of essays about different aspects of unification. The Preface, by Dagmar Kraemer and Manfred Stassen, presents a brief historic overview of the development of the European Union. Chapter 1 is the "History of European Integration" (Wayne C. Thompson). Chapter 2 provides "Historical Perspectives on European Unification" (Michael D. Gordon). Chapter 3 presents "The European Union: Geographic Perspectives on Unification" (Howell C. Lloyd). Chapter 4 describes "The Political Institutions of the European Union" questioning strategies that may be applied to elementary, secondary, and college levels. Chapter 5 offers strategies to anticipate students' responses, and examines the student's role in the question-response transaction. Chapter 6 stresses the importance of preparing students for formal testing, and suggests strategies to help students learn from tests. Chapter 7 provides a plan for effective questioning that is designed for increasing competency levels. (Contains 23 references.) (ND)

ED 388 625 SP 036 269

DiGiulio, Robert
Positive Classroom Management: A Step-By-Step Guide to Successfully Running the Show without Destroying Student Dignity.
PUB DATE- 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Classroom Environment; *Classroom Techniques; Discipline; Elementary Secondary Education; *Positive Reinforcement; *Reflective Teaching; Social Reinforcement; *Student Behavior; Student Motivation
IDENTIFIERS- *Behavior Management; Positive Attitudes; Reflection Process

This publication provides practical, step-by-step guidance for teachers on becoming more effective in classroom management by using a positive and constructive, rather than negative and punitive, approach to foster prosocial student behavior. The publication is divided into an introduction and three parts. The Introduction examines why effective classroom management is absolutely necessary and describes the benefits of a positive, prosocial approach. Part 1 discusses classroom management and examines forces that work against prosocial behavior. Part 2 focuses on the practical aspects of three key dimensions of positive classroom management: the physical (importance of setting up a classroom as a safe and productive learning environment); the instructional (importance of teaching so that students stay focused and learn); and the managerial (importance of establishing smooth routines for nonteaching functions). Part 3 offers a blueprint for successful classroom management based on systematic teacher preparation and reflection and includes step-by-step checklists to help teachers prepare for the three dimensions of classroom management as well as summary checklists of key points to help in the process of reflection. (Contains 50 references.) (ND)

ED 388 626 SP 036 270

Rallis, Sharon F.; And Others
Dynamic Teachers: Leaders of Change.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; Classroom Environment; *Classroom

undergraduate Liberal Arts and Sciences degrees (n=22), and those with undergraduate Education degrees (n=10). The purposes of the study were: (1) to determine strengths and weaknesses regarding academic gain in three areas of course content--accountability, curriculum, and methodology--by students enrolled in an advanced graduate methods class, and (2) to determine levels of variance in pretest/posttest scores of these students grouped according to EDND (non-degree or alternative post-baccalaureate certification) and MADS/MCSE (traditional) graduate classifications. Analysis indicated that 82 percent of the EDND students had one or more years of teaching experience; 91 percent had previously taken one or more graduate or undergraduate methods courses while working toward certification. Pretest questions indicated no significant variance between the two groups in any of the three areas of course content. Responses of the two groups to posttest questions again indicated no significant levels of variance. There was, however, a significant gain in acquisition of course content in the three areas. The EDND students had an average 30 percent reduction in the number of incorrect responses, and the MADS/MCSE students had an average 24 percent reduction in incorrect responses. (ND)

ED 388 644   SP 036 290

Stensmo, Christer
Classroom Management Styles in Context: Two Case Studies.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Class Activities; *Class Organization; *Classroom Environment; *Classroom Techniques; *Educational Philosophy; Elementary Education; Foreign Countries; Teacher Role; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Management Styles; Sweden

Classroom management is defined as the organization of the classroom as a learning environment; the management of student discipline, order, and care; the grouping of students for different tasks and patterns of interaction; and the individualization of student learning. This paper reports on two Swedish case studies of contrasting classroom management styles of two grade 5 teachers, in terms of five management tasks: planning, control, motivation, grouping, and individualization. Mrs. A reflected a production oriented style, focusing on subject matter and "tight" management of classroom activities towards teacher defined goals. Mr. B exhibited a more relation oriented style, focusing on individual students, and a "soft" management of classroom activities according to expressed student needs and feelings. Data were collected though observation in the classroom, recorded interviews, and use of a Swedish version of the "Learning Environment Inventory." The case studies are compared by specific categories including philosophy of education and the five management tasks and discussed showing how each management style is best suited to particular situations and student needs. The study suggested that both, a production orientation (subject matter focus) and a relation orientation (student focus), can be fruitful concepts in research on classroom management. The paper concludes that the relations

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Patterns; Beliefs; *College Students; Communicable Diseases; Health Education; Higher Education; Knowledge Level; Sex Differences; *Student Attitudes; Student Behavior; Surveys

The purpose of this ongoing study was to assess attitudes, knowledge and behaviors in college students toward Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS). The researchers wanted to asses students' knowledge, attitudes, and behavior for utilization in educational and skill building programs for college students. Assessment of attitudes, knowledge, and behaviors was obtained from a sample of 53 males and 121 female college students in health wellness classes. An 81-item survey, constructed for the study, was administered during the first part of the semester. Results included the following: (1) 88.6 percent reported belief that the disease was going to spread rapidly in the heterosexual population; (2) 41 percent were too embarrassed to discuss the use of condoms with their partner; (3) 87 percent believed those who with HIV/AIDS do not deserve it; (4) individuals who were most denying about HIV/AIDS were also most punishing towards infected individuals; (5) subjects reporting the most concern reported the least embarrassment; (6) among males there was a significant positive correlation between being concerned and being more punishing; (7) for males also, the more embarrassed they were, the more concerned they were; and (8) males were more concerned than females about contracting HIV/AIDS. Contains 15 references and the survey instrument. (JB)

ED 388 663 SP 036 311

Ingersoll, Richard; Rossi, Robert
Which Types of Schools Have the Highest Teacher Turnover? Issue Brief.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; Fringe Benefits; Institutional Characteristics; Job Satisfaction; Low Income Groups; National Surveys; *Private Schools; *Public Schools; Public School Teachers; *School Size; Small Schools; Teacher Attitudes; *Teacher Persistence; *Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This analysis examined the percentage of teachers, both full-time and part-time, who left teaching positions, either to teach in other schools or to pursue other occupations. The study used data from the 1990-91 Schools and Staffing Survey, a national survey conducted by the National Center for Education Statistics. Findings included the following: (1) private schools experienced higher teacher turnover rates than did public schools; (2) public and private schools with the lowest enrollments (under 300 students) experienced the highest turnover rates; and (3) turnover rates were higher in public schools where half or more of the students enrolled received free or reduced-price lunches. Lower salaries and fewer benefits in small public and private schools may have contributed to higher turnover rates in those schools. For

PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; *Item Response Theory; *Spatial Ability; Test Construction; *Test Items
IDENTIFIERS- Cross Validation; Dental Admission Testing Program; Orthographic Structure; Projection (Psychology); Rasch Model; Variance (Statistical)

The present study is designed to cross-validate the findings of an earlier component analysis of orthographic-projection, spatial-ability items. The earlier research identified four design components that contribute to the difficulty of orthographic-projection items. The research found that increasing Rasch item difficulties on component frequencies results in the components accounting for 66 percent (N=10) of the variance in item difficulty. Because of the small number of items in the analysis, however, the explained percentage of variance may have been a function of the limited degrees of freedom. Using an enlarged item pool of 19 items from the Perceptual Ability Test of the Dental Admission Test battery, the present research findings show that a similar set of design components accounts for 25 percent (N=17) of the variance in item difficulty. (Contains 5 tables and 20 references.) (Author/SLD)

ED 388 682 TM 023 716

Kafai, Yasmin
Making Game Artifacts To Facilitate Rich and Meaningful Learning.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Games; Computer Software Development; *Elementary School Students; *Fractions; Grade 4; *Instructional Design; Intermediate Grades; *Learning
IDENTIFIERS- *LOGO Programming Language

The artifacts (instructional games) created by a class of fourth-grade students engaged in designing educational games are analyzed. To facilitate the analysis, these artifacts were compared with products created by students in a similar design context who were creating instructional software. In both situations, inner-city fourth graders were asked to create products in Logo to teach third graders about fractions. Of the 32 products created, 16 were instructional games. Evaluation of the development process indicated that both instructional and game designers improved their understandings of Logo and their own knowledge of fractions. Analysis of the project demonstrated that the given design task made a difference in terms of the product and process and in terms of the learning experience. Instructional software designers used Logo code to create fraction representations, but game designers usually preferred to use modified geometric shapes. Game designers tended to place the game in the foreground; software designers

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Educational Assessment; Educational Innovation; Educational Trends; *Item Analysis; *Measurement Techniques; Methods Courses; *Teacher Education; Test Interpretation; *Test Reliability; Test Use; *Textbook Content
IDENTIFIERS- *Authentic Assessment

A cursory examination of current measurement texts used in teacher education reveals a treatment of such topics as test reliability, item analysis, and test interpretation based largely upon classical test theory. In the meantime, the landscape of the classroom has been significantly impacted by a growing emphasis on more authentic assessment strategies. Most of the major measurement texts address this topic, often through the inclusion of a separate chapter, or perhaps a sidebar, but the treatment of reliability, item analysis, and test interpretation has typically remained largely intact over the years. This position paper aims to examine the relevant literature regarding the impact of the trend toward more authentic assessment on teacher training and on teacher practices, especially with regard to reliability, item analysis, and test interpretation. Discussion of how a movement toward greater reliance on authentic assessment strategies may, or should, impact teacher practice in other assessment areas is offered. The impact of authentic assessment on preservice teacher training is also considered. The measurement course instructor must give students knowledge and skills to maximize the potential benefits of authentic assessment while minimizing potential harms. (Contains 30 references.) (Author/SLD)

ED 388 702 TM 024 111

Grissmer, David W.; And Others
Student Achievement and the Changing American Family.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Demography; Educational Background; Elementary Secondary Education; Family (Sociological Unit); *Family Characteristics; Family Size; Income; *Low Achievement; Measurement Techniques; One Parent Family; Parents; *Social Change; Test Results
IDENTIFIERS- *National Education Longitudinal Study 1988

Perceived declines in student achievement and family environment and the perceived ineffectiveness of increases in educational expenditures have stimulated the present investigation, which focuses primarily on estimating the change in achievement test scores that can be attributed to changing family and demographic characteristics. Family characteristics included in the analysis were income, family size, parental education levels, age of the mother at the child's birth, labor-force participation of the mother, and single-parent families. The analysis estimates effects of family changes on achievement scores of a national sample of students aged 14 to 17 in 1970 to 1975 and 1990 using the National Longitudinal Survey of Youth of 1980 and the National Education Longitudinal Survey of 1988. Using test scores as the sole measure of the effects of changes in the family provides no evidence of a deteriorating family environment for youth in 1990 compared to the same age group in 1970-1975. This study does not support the view that the schools of the 1970s and 1980s have deteriorated in study conclusions remained unchanged. An appendix lists the major fields. (Contains 35 tables, 10 figures, and 19 references.) (SLD)

ED 388 723 TM 024 188

Bennett, Randy Elliot; And Others
Agreement between Expert System and Human Ratings of Constructed-Responses to Computer Science Problems.
PUB DATE- Aug 88
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement; *Computer Science; *Constructed Response; *Educational Technology; *Expert Systems; High Schools; *Scoring; Technological Advancement
IDENTIFIERS- Advanced Placement Examinations (CEEB); *MicroPROUST Computer Program

This study investigated the extent of agreement between MicroPROUST, a prototype microcomputer-based expert scoring system, and human readers for two Advanced Placement Computer Science free-response items. To assess agreement, a balanced incomplete block design was used with 2 groups of 4 readers grading 43 student solutions to the first problem and 45 solutions to the second. Results showed MicroPROUST to be unable to grade a significant portion of solutions, but to perform impressively on those solutions it could analyze. For one problem, MicroPROUST assigned grades and diagnostic comments similar to those assigned by readers. For the other problem, MicroPROUST's agreement with readers on grades was lower than the agreement of readers among themselves, its grades were higher, and it gave fewer comments, particularly on structure and style. The extent of disagreement on grades, however, was small and much of the disagreement disappeared when papers were rescored discounting style. Three appendixes present programming problems, examples of student solutions and comments, and scoring rubrics. (Contains 10 tables and 13 references.) (SLD)

ED 388 724 TM 024 199

Niyogi, Nivedita S.
The Intersection of Instruction and Assessment: The Classroom.
PUB DATE- Mar 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Communication Skills; Cultural Awareness; Documentation; *Educational Assessment; Educational Policy; Elementary Secondary Education; Instructional Effectiveness; *Portfolios (Background Materials); Professional Development; *Teaching Methods; Test Results; Test Use
IDENTIFIERS- *Alternative Assessment

Educators and educational policymakers increasingly express the belief that assessment should not be used merely to judge how much students know, but also to illuminate the nature of their knowledge and understandings in order to help them learn. The role of classroom-based assessment in this process is explored considering such forms of alternative assessment as portfolios, naturalistic assessment, and documentation. The road to

light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Comparative Analysis; Demography; Foreign Countries; *Income; International Studies; *Living Standards; Low Income Groups; Minority Groups; *Poverty; *Public Policy; *Socioeconomic Status; Tax Allocation
IDENTIFIERS- Australia; Canada; Europe; Scandinavia; *United States

This paper investigates the real living standards and poverty status of U.S. children in the 1990s compared to the children in 17 other nations, including Europe, Scandinavia, Canada, and Australia. The analysis is based on the Luxembourg Income Study database. It was found that American children have lower real spendable income than do comparable children in almost every other nation studied. In contrast, high income U.S. children are far better off than their counterparts in other nations. Persistently high child poverty rates were also found in the United States when compared with other nations. Demographic factors and the effectiveness of tax and transfer policies in reducing child poverty are also explored, and the paper concludes with a discussion of results and their policy implications. An appendix presents two tables of countries studied and poverty figures. (Contains 3 text tables, 8 figures, and 28 references.) (Author/SLD)

ED 388 744 UD 030 671

Gfroerer, Joseph; And Others
Preliminary Estimates from the 1994 National Household Survey on Drug Abuse. Advance Report Number 10.
PUB DATE- Sep 95
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cocaine; Data Collection; *Drinking; *Drug Abuse; Drug Education; Estimation (Mathematics); Illegal Drug Use; *Marijuana; Minority Groups; *National Surveys; *Prevention; *Racial Differences; Trend Analysis

This report presents the first results from the 1994 National Household Survey on Drug Abuse, showing trends since the 1970s and providing information to identify population groups for which prevention and treatment interventions could have greatest impact. These preliminary results indicate that the number of illicit drug users has not changed since 1992, a leveling that follows more than a decade of decline from the 1979 high. No change has been found in the number of weekly cocaine users, although the number of occasional users has declined. The rate of past-month alcohol use declined from 1979 to 1992, but since then the rate has increased slightly. In an average month in 1994, 6% of Americans aged 12 years and older used illicit drugs, with marijuana being the most commonly used, and 6.2% of the population had 5 or more drinks per occasion on 5 or more occasions. Adolescent marijuana use, declining from 1979 to 1992, has nearly doubled between 1992 and 1994. Heavy drinking remains most prevalent for those aged 18 to 21 and 22 to 25. These findings from a nationally representative sample point out the need for increased education and prevention efforts. Five appendixes present supplemental information about data collection and survey methodology, including 2 tables in Appendix 2 and 40 detailed tables in Appendix 5. (Contains 13 figures and 45 references.)

for students and teachers are also listed. (JRH)

ED 388 516 SE 056 698

Assessment Standards for School Mathematics.
PUB DATE- May 95
NOTE- 102p.; For previous NCTM Standards documents, see ED 304 336 and ED 344 779. Prepared by the Assessment Standards Working Group.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Equal Education; *Evaluation Criteria; *Informal Assessment; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Standards; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *NCTM Assessment Standards; Reform Efforts

This document was created because of the need for new assessment strategies and practices to be developed to enable teachers and others to assess students' performance in a manner that reflects the NCTM's reform vision for school mathematics. Instead of assuming that the purpose of assessment is to rank students on a particular trait, the new approach assumes that high public expectations can be set that every student can strive for and achieve, that different performances can and will meet agreed-on expectations, and that teachers can be fair and consistent judges of diverse student performances. The first sections of the document discuss six mathematics assessment standards: (1) The Mathematics Standard, (2) The Learning Standard, (3) The Equity Standard, (4) The Openness Standard, (5) The Inferences Standard, and (6) The Coherence Standard. The use of the assessment standards is then discussed in the context of different purposes such as monitoring students' progress, making instructional decisions, evaluating students' achievement, and evaluating programs. The next section discusses what should happen next with regard to mathematical assessment. The document concludes with a glossary and a selected assessment bibliography with 116 citations. Contains 28 references. (MKR)

ED 388 517 SE 056 699

Bishop, George
Eight Hundred Years of Physics Teaching.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; *Educational History; Elementary Secondary Education; *Physics; *Science Education History; *Science History; *Science Instruction

This book uses a biographical pattern to trace the history of physics teaching. Whenever possible the story of an influential person or institution is used to tell the story of that period. The book begins with the contributions of the Greeks, the Romans, and the Arabs to physics and its teaching. Chapters include: (1) "The First Beginnings of Physics Teaching: From law, environmental law, and individual rights. The guide begins with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section also includes a description of the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) and a history of this curriculum project. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulations, group activities, opinion polls and journal writing. Each lesson plan includes the number of class periods, the need for resource persons, the objectives, procedures, and new vocabulary. The lessons include student handouts and modifications for limited-English speakers. (JD)

ED 388 539 SO 025 104

Armancas-Fisher, Margaret; And Others
Linking Law and Social Studies, Grades 9-12: An Interdisciplinary Approach with Social Studies, Science and Language Arts.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 606p.; For some related reports from this institute, see SO 025 101-105.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Instructional Materials; Interdisciplinary Approach; *Language Arts; *Law Related Education; *Science Education; Secondary Education; *Social Studies; Teaching Methods

This curriculum guide offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into a variety of social studies courses. The guide begins with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section includes a description of the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) and a history of this curriculum project. The lessons cover a broad range of legal issues including the environment, juvenile justice, property rights, rights of Native Americans, international relations, presidential impeachment, voting rights, immigration, crime, and even the future of law in outer space. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulation, political cartoons, group activities, games, and opinion polls. Each lesson plan specifies the source of the materials, the number of class periods, the need for resource persons, the objectives, and procedures. Most lessons provide student handouts. (JD)

ED 388 540 SO 025 105

Fisher, Margaret E.; Gold, Julia Ann
Court Access: A Law-Related Education Curriculum for Limited-English Speakers.
PUB DATE- 94
NOTE- 239p.; For some related reports from this institute, see SO 025 101-104. Funded by a grant from the State Justice Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

"Watermarks--Writing about Positive and Negative Events in One's Life." (EH)

ED 388 561 SO 025 380

McMullin, Dare Stark
Lou Henry Hoover and the Girl Scouts: A Tribute.
PUB DATE- 94
NOTE- 9p.; For related documents, see SO 025 378-381 and SO 025 383-384.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conservation (Environment); *Conservation Education; Federal Government; Presidents of the United States; Secondary Education; *Social History; Social Studies; *United States History; *Youth Clubs
IDENTIFIERS- *Girl Scouts of the USA; *Hoover (Lou Henry)

This booklet is a special tribute to Lou Henry Hoover, wife of President Herbert Hoover, from a close friend, social secretary, and chief research assistant to the First Lady. The small booklet provides a look at the social history of the era by focusing on Lou Henry Hoover and her interest in the outdoors. Lou Henry Hoover was the first women to be graduated from Leland Stanford University with a geology major. Her work in preservation of the outdoors and in conservation of resources are highlighted. Her interest in the Girl Scout movement in 1917 arose from the Hoover's concern for the well-being of the U.S. child. From 1917 to the end of her life, Girl Scouting was one of her great enthusiasms and devotions. Mrs. Hoover's influence on various programs of the Girl Scouts is described. In 1945, the Girl Scouts established the Lou Henry Hoover Memorial Forests and Wildlife Sanctuaries, for the conservation of forest lands, soil, waterways, or wildlife. (EH)

ED 388 562 SO 025 381

Evans, Mary
The Civil War: A Teacher Guide, April 16 through October 30, 1994.
PUB DATE- 94
NOTE- 43p.; For related documents, see SO 025 378-380 and SO 025 383-384.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archives; *Civil War (United States); Federal Government; Grade 5; Grade 6; Intermediate Grades; Library Collections; *Presidents of the United States; *Primary Sources; Social History; *Social Studies; *United States History
IDENTIFIERS- Herbert Hoover Presidential Library IA

This guide was prepared to assist teachers planning a field trip to a major 1994 exhibit at the Herbert Hoover Presidential Library. The curriculum guide is divided into three sections: (1) background information on the Civil War, its causes and effects and a chronology from 1860 to 1865; (2) excerpts from Civil War letters from June 6, 1863 to April 21, 1865, seen as the heart of the war years; and (3) a "taste" of army life with recipes for replicating camp cooking. A short bibliography for grades 5-6 is included. (EH)

ED 388 563 SO 025 383

Evans, Mary; Wheeler, Pat

"Teacher Resource"; (2) "What was Rationing?"; (3) "Pitching In"; (4) "The Ration Stamp Game"; (5) "A Victory Garden in a Pot"; and (6) "Creative Cooking." Part 5, "The Sights and Sounds of War," contains: (1) "Teacher Resource"; (2) "The Sights of War: Personal Accounts"; (3) "Symbols"; (4) "My Class Insignia"; (5) "V-Mail"; and (6) "The Sounds of War." A glossary and 21 references are included. (EH)

ED 388 584　　　　SO 025 504

Economos, Christine; And Others
What's Up in Factories? Exploring the New World of Manufacturing. Teacher's Curriculum Guide.
PUB DATE- 94
NOTE- 29p.; Support has been provided by the International Business Communications Council.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assembly (Manufacturing); Business; High Schools; Industrialization; *Industry; *Manufacturing; *Manufacturing Industry; *Mass Production; Social Studies; *Technology

This curriculum unit is intended for use in high school social studies, technology education, science classes, and in some career guidance classes. The lesson plans and activities are to help teachers present a comprehensive unit on manufacturing to their students. Activities provide hands-on, problem-solving, and cooperative work experiences. There are four lesson plans and a guide for setting up a factory visit. Lessons include: (1) "Why Study Manufacturing?"; (2) "The History of Manufacturing"; (3) "The Manufacturing Process"; and (4) "New Trends in Manufacturing." The unit also includes: a large colorful poster (not included here) for classroom display; a one-half hour videotape (not included here); a 28-item list of organizations, publications, and science and technology centers teachers may wish to consult; and a 25-item bibliography/filmography. (EH)

ED 388 585　　　　SO 025 506

Dunn, Ross E.
Western Civ., Multiculturalism and the Problem of a Unified World History.
PUB DATE- Mar 95
NOTE- 18p.; Keynote address presented at the Annual Meeting of the Great Lakes Regional Council for the Social Studies (Cleveland, OH, March 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; *Cultural Interrelationships; Cultural Pluralism; *Global Approach; Higher Education; International Relations; *Multicultural Education; *Western Civilization; World Affairs; *World History

This paper traces the development of the concept of a unified world history and applies that concept to the present curriculum. World history became more European-centered over time as other cultures were viewed as backward. The exclusion of so much of humanity from the "known world of progress" made less and less sense over time as global connections increased. Multicultural world history is more inclusive, but it also

(Richard Gunther). Chapter 5 details "Economic Evolution of the European Union" (Moore McDowell). Chapter 6 depicts "European Political Transformation and the Future of Europe" (Leon Hurwitz). Chapter 7 provides "The Single European Market and Its Effect on the World" (George M. Vredeveld). Chapter 8 presents "Documents in ERIC on European Unification" (Vickie J. Schlene). Chapter 9 provides "Journal Articles in ERIC on European Unification" (Vickie J. Schlene). Appendices include a "European Unification Glossary"; "World Wide Web Sites of Information on European Unification"; and information about the contributors. (EH)

ED 388 607 SO 025 689

Carey, Nancy; And Others
Arts Education in Public Elementary and Secondary Schools. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Endowment for the Arts, Washington, D.C.; National Inst. on Student Achievement, Curriculum, and Assessment (OERI/ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Creative Writing; Curriculum Guides; *Dance Education; *Dramatics; Educational Trends; Elementary Secondary Education; Enrollment Trends; Financial Support; Fine Arts; Instructor Coordinators; *Music Education; *Public Education; *School Support; Specialists; Theater Arts; Time Factors (Learning); Visual Arts

This report, based on findings from The Elementary Arts Education Survey, 1994, looks at information regarding the general questions: (1) What art subjects are being taught in public schools? (2) How do schools and districts support arts education? (3) How have schools' arts programs changed compared to 5 years ago. Survey responses indicate that the primary focus of public school arts education is music and visual arts, with music instruction receiving more commitment than visual arts. Creative writing is typically incorporated into the language arts curriculum. Dance instruction by a dance specialist is rare, and dramatic and theatre activities are most often used by classroom teachers to reinforce instruction in other subjects. Elementary students are receiving about the same amount of instruction time in music and visual arts, although classroom teachers are more likely to teach visual arts than music, which is taught predominantly by music specialists. Very little is being done to promote arts education through external resources. But school districts' commitment to keeping arts education in the mainstream of basic education is evidenced by allocation of funds to arts education; developing and providing curriculum guidelines in arts subjects; and by employing an arts curriculum coordinator. An examination of changes in terms of arts programs as compared to 5 years ago indicates that increases in instructional time, number of arts staff, allocation of supplies and materials, funds for teachers' classroom use, and use of museums, galleries, and performances are reported by 20 to 30 percent of the respondents. Forty-one percent of elementary schools and 62 percent of secondary schools reported increases in enrollment. About half of the schools reported an increase in the number of courses offered, while 39 percent reported that the number of courses had remained the same. Fifteen tables present survey

Techniques; *Educational Change; *Educational Innovation; Elementary Secondary Education; Futures (of Society); Higher Education; Leadership; Learning Strategies; *Teacher Effectiveness; *Teacher Role; *Teaching Styles; Theory Practice Relationship
IDENTIFIERS- *Teacher Leaders

This book examines the emerging roles of teachers whose classrooms reflect a rapidly changing society. Teachers are seen as needing to: be expert in both content and pedagogy; be committed to professional behavior; facilitate conditions for student learning; challenge students' thinking through appropriate questioning strategies; extend the classroom into the community; and become a change agent, advocating for school reform. Using information from case studies of working teachers, a portrait of a "dynamic teacher" is developed, illustrating how the dynamic teacher differs from colleagues and explaining why such differences are essential to the success of schooling in the future. Seven chapters then explore seven interactive and overlapping roles that, taken together, form the "dynamic teacher." Chapters consider: (1) the "moral steward," who acts on the belief that the purpose of education is to ensure each child's right to reach his or her full potential; (2) the "constructor," who makes sense of the subjects taught, the craft of teaching, and the development of children; (3) the "philosopher," who uses professional commitment to shape the experience of schooling for children; (4) the "facilitator," who enacts the learner-centered classroom where children integrate their own knowledge construction with that of their peers; (5) the "inquirer," who asks critical questions about what students should learn and have learned; (6) the "bridger," who blurs the boundaries between the classroom and the community; and (7) the "changemaker," who advocates for constructive change. The appendixes include the "Universal Declaration of Human Rights." (Contains 104 references.) (ND)

ED 388 627 SP 036 271

McGrath, Mary Zabolio
Teachers Today: A Guide to Surviving Creatively.
PUB DATE- 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Collegiality; Elementary Secondary Education; *Individual Development; Professional Development; Professional Isolation; Quality of Working Life; *Self Actualization; *Stress Management; *Stress Variables; Teacher Administrator Relationship; *Teacher Attitudes; Teaching (Occupation)
IDENTIFIERS- *Job Stress; *Teacher Stress

This publication is intended for teachers attempting to handle stress at school as well as for administrators seeking to help and encourage teachers, and teacher trainers. The book consists of six chapters. Chapter 1 defines teacher stress, explores stress symptoms, and describes how to create a personal stress profile. Chapter 2 suggests 30 areas of consideration for self-care, ranging from diet to leaving the teaching profession. Chapter 3 examines collegial support and administrative support as means for dealing with job stress. Chapter 4 looks at between teachers, students, and classroom situations vary, and no one management style is better than another. (Contains 12 references.) (ND)

ED 388 645 SP 036 291

Metcalf, Kim K.
Laboratory Experiences in Teacher Education: A Meta-Analytic Review of Research.
PUB DATE- Apr 95
NOTE- 101p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Experiential Learning; Higher Education; Instructional Effectiveness; *Laboratory Training; *Learning Experience; Literature Reviews; Meta Analysis; *Preservice Teacher Education; Teacher Behavior; *Teacher Education; *Teaching Experience

The present study sought to expand upon earlier reviews of research by examining statistically the relative and comparative effects of several common forms of on-campus clinical experience in teacher education. Data were obtained from 60 studies which met a priori criteria for inclusion. Using aggregation techniques suggested by Rosenthal and others and modified Bonferoni techniques for pairwise comparisons, descriptive and inferential statistics were calculated. Among other things, the results suggest that laboratory experiences produce moderate to strongly positive results in terms of teacher affect, knowledge, and instructional behavior. Supporting earlier reviews, the results suggest that laboratory experiences are more powerful for inservice than for preservice teachers. However, in contrast to conclusions drawn in earlier reviews, laboratory experiences appeared to have a strong effect on teacher behavior which did not significantly decrease over time. The results also suggest the relative importance of various elements of laboratory experience. The data are presented in 14 tables. (Contains 83 references.) (Author)

ED 388 646 SP 036 292

Martin, Kaye M.
Teachers' Collaborative Curriculum Deliberations.
PUB DATE- Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Change Strategies; Cooperation; *Cooperative Planning; *Curriculum Development; Educational Change; *Educational Cooperation; Intermediate Grades; Knowledge Base for Teaching; *Teacher Background; *Team Teaching
IDENTIFIERS- *Collaborative Teaching; *Teacher Collaboration; Teacher Knowledge

This study took an in-depth look at the collaborative work of teachers engaged in curriculum restructuring, and explored how individual teachers' perceptions inform and are informed by such collaboration. The objective of the study was to explore example, in small private schools the maximum salary for teachers averaged $22,509 compared to $32,727 in large private schools. In small public schools the average maximum salary was $35,317 compared to $42,421 in large public schools. Finally, in a 1991-92 follow-up study which included a sample of respondents to the 1990-91 survey who were no longer teaching, about 17 percent of former private school teachers reported dissatisfaction with teaching as a career due to poor salary. This compared to less than 1 percent of former public school teachers claiming poor salary who were also dissatisfied with teaching as an occupation. (JB)

ED 388 664   SP 036 317

Randall-David, Elizabeth
Culturally Competent HIV Counseling and Education. First Edition.
PUB DATE- Aug 94
NOTE- 102p.; Prepared in conjunction with the Comprehensive Hemophilia Program, Bowman Gray School of Medicine and Hemophilia of Georgia.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; American Indians; Asian Americans; *Cultural Awareness; *Cultural Differences; *Health Education; Health Personnel; Hispanic Americans; *Minority Groups; Self Evaluation (Groups); Self Evaluation (Individuals)
IDENTIFIERS- *Cultural Competence; *Health Counseling

This manual is designed to aid health care practitioners in providing culturally appropriate HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) education, counseling, and care. Cultural competency is defined as the ability to work effectively with culturally diverse clients and communities because the individual agency or system exhibits culturally appropriate attitudes, beliefs, behaviors, and policies. It goes beyond cultural sensitivity or awareness to put into practice culturally appropriate interventions and ways of relating. The manual consists of six chapters. Chapter 1 clarifies cultural terminology. Chapter 2 provides nine self-assessment exercises for individuals concerning cultural competency. Chapter 3 outlines eight steps in providing culturally appropriate HIV/AIDS educational interventions. Chapter 4 examines culturally appropriate HIV counseling. Chapter 5 discusses providing culturally specific HIV counseling, education, and care for African American, Latino/Hispanic, Native American, and Asian American populations. Chapter 6 explores organizational cultural competency, providing worksheets and exercises for assessment of organizations. Appendices include a model of a cultural competence continuum, a list of resources and references, a list of relevant organizations, and guidelines for developing printed materials. (Contains 27 references.) (ND)

ED 388 665   SP 036 318

Lottes, Christine R.
Does Student Behavior Change as a Result of Taking Health?
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95

made fractions central. Game designers also preferred active manipulation and animated scenes. For these students, the openness of the design task varied according to the task specifications. (Contains 16 figures representing computer screens and 17 references.) (SLD)

ED 388 683 TM 023 717

Kuhlemeir, Hans; And Others
Multilevel Factor Analysis Applied to National Assessment Data.
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Factor Analysis; Factor Structure; Foreign Countries; High Schools; *High School Students; Language Proficiency; *National Competency Tests; National Surveys; School Effectiveness; Test Reliability; *Test Use; Writing (Composition); Writing Evaluation; *Writing Tests
IDENTIFIERS- Dimensionality (Tests); *Multilevel Analysis; Netherlands; *Performance Based Evaluation

In the Dutch Educational Assessment Program, the students' language proficiency is measured in grade 9, at age 15. Writing performance is measured through several performance-based writing tasks, rated on numerous aspects such as content, style, organization, punctuation, spelling and grammar. As a consequence, national performance levels are reported in a rather detailed fashion. This paper focuses on the efficiency of the measurement and reporting of writing performance using a sample of 1,451 students during 1987-88. Multilevel factor analysis (MLFA) was used to determine dimensionality and reliability. At the school level, a distinction between two factors was warranted: composition versus technical conventions. At the student level, the composition factor remained intact, but the technical conventions factor had to be divided into the subskill factors of punctuation, spelling, and a factor interpreted as technical quality at the sentence level. Factor structure was not found to be independent of the writing task. Indications of the unreliability of measurement of functional writing proficiency suggest that the usefulness of the national assessment data for school effectiveness studies is limited. Recommendations are made for improvement of assessment. (Contains 5 tables and 57 references.) (Author/SLD)

ED 388 684 TM 023 720

Pierce, Sarah; And Others
The Development of the Home and Family Questionnaire: Exploratory Factor Analysis & Initial Reliability Estimates.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March-April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Estimation (Mathematics); *Factor Structure; Grade 3; Primary Education; *Scores; *Self Evaluation (Individuals); *Test Construction;

significant ways with respect to the schools of the 1950s and 1960s in their instruction, and it suggests that schools have made significant progress in decreasing educational inequalities for minorities. Eighteen tables and 44 figures illustrate the discussion. (Contains 82 references.) (SLD)

ED 388 703 TM 024 119

Itzkoff, Seymour W.
The Decline of Intelligence in America: A Strategy for National Renewal.
PUB DATE- 94
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; *Educational Change; Educational Improvement; Elementary Secondary Education; Ethnic Groups; *Family Characteristics; Family Structure; Genetics; Heredity; *Intelligence; *Minority Groups; Nature Nurture Controversy; Racial Differences; *Social Change; Social Problems

It is argued that the United States is declining as a nation, a decline that can be confirmed by any of the criteria that historians have ever used to measure the state and condition of a nation and its people, and it is asserted that this decline is rooted in the overall decline of the intelligence capital of the nation, a decline in the levels of thought and behavior that neither educational money nor social work efforts will be able to improve. In spite of social programs designed to improve conditions, the condition of racial and ethnic minorities has steadily worsened. To begin to restore the country, leaders must recognize that biological factors of intelligence can be passed down through heredity. In addition, the schools have not provided our youth with the skills and knowledge they need to be competitive in the modern world. Renewing the United States must begin with increasing national intelligence levels through restoring the traditional family with its well-raised and well-educated children. Thirty-eight titles are suggested for further reading. (SLD)

ED 388 704 TM 024 121

Rankings of the States, 1994.
PUB DATE- 94
NOTE- 124p.; For rankings from 1970-92, see ED 368 032; For 1993 rankings, see ED 364 941.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Enrollment; Expenditures; Faculty; Higher Education; *Income; Population Trends; *Public Schools; *State Action; State Departments of Education; *State Government; Teacher Salaries

This publication contains rank-ordered educational statistics for the 50 states and the District of Columbia. The first part provides information about states' populations, which can serve as indicators of the relative demand for public education services. The second part features data on student participation in public elementary and secondary schools, which indicate change in relative demand for public school services and staff. Information on changes in the number of staff employed in education institutions and their level of assessment reform begins and ends in the classroom. A few important points in the intersection of instruction and assessment are noted. It is critical to understand and respect local culture and to build on the experiences of teachers, administrators, and parents in the local community. It is also essential to provide teachers with opportunities to develop as professionals so that they can expand their subject matter and teaching expertise and exchange ideas and experiences. It will also be vital to explore and develop a variety of ways to communicate assessment results, aggregating information at different levels for different users. (Contains 16 references.) (SLD)

ED 388 725 TM 024 203

Myford, Carol M.; Mislevy, Robert J.
Monitoring and Improving a Portfolio Assessment System.
SPONS. AGENCY- College Entrance Examination Board, Princeton, N.J.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Placement; *Art Products; *Educational Assessment; Educational Improvement; *Evaluation Methods; Interrater Reliability; Models; Naturalistic Observation; *Portfolio Assessment; Portfolios (Background Materials); Profiles; *Test Construction; Testing Programs
IDENTIFIERS- Advanced Placement Examinations (CEEB); FACETS Computer Program; *Large Scale Programs; Performance Based Evaluation

Establishing and refining a framework for performance assessment is especially difficult in large-scale settings that can involve hundreds of judges and thousands of students. This presentation advocates the interactive use of two complementary analytic perspectives and illustrates the approach in the context of the College Entrance Examination Board's Advanced Placement (AP) Studio Art portfolio assessment. The "naturalistic" component of the project involved in-depth discussions with judges about 18 portfolios from the 1992 assessment that received discrepant ratings. Since it is impossible to hold such discussions for each of the individual ratings produced in the assessment, summary results for each, in the form of numerical ratings, provided the data for the "statistical" component. J. M. Linacre's (1989) FACETS model was used to summarize overall effect patterns, quantify the evidence associated with these effects, and highlight rating profiles and judge/portfolio combinations that are unusual in light of typical patterns. This focused attention where it was apt to be most useful in improving the process. By using both perspectives, one can better communicate the meaning, value, and quality of the assessment. Two appendixes contain the AP Studio Art Reader Survey and the judge interview protocol. (Contains 11 tables, 3 figures, and 26 references.) (SLD)

ED 388 726 TM 024 394

Rock, Donald A.; And Others
Psychometric Report for the NELS:88 Base Year through Second Follow-Up. National Education Longitudinal Study of 1988. Statistical Analysis Report.

(SLD)

ED 388 745 UD 030 672

Schmitz, Stephen
Youth Gangs on Guam: A Status Report.
PUB DATE- Aug 95
NOTE- 19p.; Paper presented at the Annual Pacific Education Conference (12th, Koror, Palau, August 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delinquency; *Elementary School Students; Ethnic Groups; Group Membership; *High School Students; Intermediate Grades; *Junior High School Students; *Juvenile Gangs; Middle Schools; Peer Groups; Racial Differences; Secondary Education; *Student Attitudes; Student Participation; Student Surveys; Violence; Youth Programs
IDENTIFIERS- Chamorros; *Guam; *Middle School Students

This study of middle and high school students' attitudes about school and gangs on Guam is part of a larger study of the island's expanding youth gang problem. The quantitative component of the study examined data from 3 different surveys of 655 middle school and high school students, examining the incidence of gang membership and attitudes about them, as well as perceptions of violence and its causes in the schools. Respondents were preponderantly native Chamorros, followed by Filipinos. Student responses showed a disturbing pattern of gang violence and underlying racial intolerance that breeds fear among the students in the middle and high schools. Local gang membership was often drawn along racial lines, and ethnic distinctions appeared to be a catalyst for much school violence. Students were anxious and fearful of gang violence. A qualitative component of the study investigated attitudes of Guam's elementary school children about gangs through interviews with and papers by 74 fifth graders and 15 third graders and interviews with 9 educators. Children were ambivalent about gangs, fearing them and yet considering that there were advantages to gang participation. Education and youth programs are needed to combat the spread of gangs in Guam and the rest of Micronesia. (Contains 24 references.) (SLD)

ED 388 746 UD 030 673

Sanders, Jacqueline
Improving Classroom Behavior through a Motivational Intervention.
PUB DATE- May 95
NOTE- 60p.; Master's Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Adolescents; Attitude Change; *Behavior Patterns; Class Activities; Feedback; Incentives; *Intervention; Junior High Schools; *Junior High School Students; Student Behavior; *Student Motivation; Student Participation; Teaching Methods; Urban Schools
IDENTIFIERS- *Goal Setting

A program for improving adolescent classroom behavior through motivational techniques was developed and implemented. The targeted population was 20 junior high school students in a large, low socioeconomic status community in the Midwest. A problem in motivation had been documented through observation, Early Times to 1600"; (2) "The 17th and 18th Centuries: Sir Isaac Newton"; (3) "Teaching in the Dissenting and Private Academies: Joseph Priestley"; (4) "Physics for the Masses--The Mechanics' Institutions: George Brikbeck"; (5) "The Royal Institution: Michael Faraday"; (6) "Physics in Elementary Education in the First Half of the 19th Century"; (7) "Physics in Secondary Education in the First Half of the 19th Century"; (8) "Physics in Elementary Education in the Second Half of the 19th Century: T. H. Huxley"; (9) "Physics in the Public Schools During the Second Half of the 19th Century"; (10) "The 'Lesser' Public Schools"; (11) "Physics in the Grammar Schools in the Second Half of the 19th Century"; (12) "External Examinations: The University of London Matriculation and BA/BSc Examinations, Oxford and Cambridge Local Examinations"; (13) "The Heuristic (Discovery) Method of Science Teaching: H. E. Armstrong"; (14) "Physics Teaching in the Universities During the 19th Century"; (15) "The Cavendish Laboratory: James Clerk Maxwell"; and (16) "Physics in 20th Century Schooling." (JRH)

ED 388 518 SE 056 709

Weber, Eldon C.; And Others
The Living Soil: Exploring Soil Science and Sustainable Agriculture with Your Guide, The Earthworm. Unit I.
SPONS. AGENCY- Iowa Association of Soil and Water Conservation District, Ames.; Iowa State Univ., Ames. Leopold Center for Sustainable Agriculture.; Resource Enhancement and Protection Conservation Education Board, Des Moines, IA.
PUB DATE- Jun 94
NOTE- 142p.; For unit II, see SE 056 710.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Biology; Conservation (Environment); *Ecology; Environmental Education; Hands on Science; *Natural Resources; Science Activities; Science Curriculum; Science Education; Secondary Education; *Soil Conservation; *Soil Science
IDENTIFIERS- *Sustainable Agriculture

This instructional packet introduces students to soil biology, ecology, and specific farming practices that promote sustainable agriculture. It helps students to discover the role of earthworms in improving the environment of all other soil-inhabiting organisms and in making the soil more fertile. The activities (classroom as well as outdoor) feature hands-on exercises for participants to gain experience in the association of land management with good soil health. Self-contained background information, activities, visual masters, and some color transparencies are included. The individual instructional exercises can be used independently with units in horticulture, natural resources, ecology, management, soils, livestock systems, and cropping systems. Unit topics include: understanding basic soil biology principles; recognizing the relationship between plants, animals, and the soil; discovering the impact of tillage and nutrient management; discovering the role of earthworms in maintaining good soil health; and exploring earthworm management. Contains 16 references. (JRH)

ED 388 519 SE 056 710

Weber, Eldon C.
The Living Soil: Exploring Inner Space. Unit II.
SPONS. AGENCY- Iowa Association of Soil and Water Conservation

DESCRIPTORS- *Citizenship Education; *Courts; Instructional Materials; Interdisciplinary Approach; *Law Related Education; *Limited English Speaking; Secondary Education; Social Studies; Teaching Methods

This curriculum guide offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into courses for students with limited ability to speak English. The guide opens with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section also includes a description of the Institute for Citizen Education in the Law (ICEL) and a history of this curriculum project. The 20 units of the curriculum cover: the roles of judges, lawyers, and juries; the significance of the Constitution and Bill of Rights; the processes of the trial and appeals; courts and justice; courtroom protocols; fair police procedures and working with the police; suppression hearing; searches; child protective services; parents and children; legal issues of domestic violence; landlord-tenant relations; and consumer law. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulation, group activities, and opinion polls. Each lesson plan specifies the number of class periods required, the objectives, procedures and vocabulary. Many of the lesson plans provide student handouts such as legal documents and worksheets. (JD)

ED 388 541 SO 025 221

Safranski, Jill
Improving Student and Parent Attitudes Towards Visual Arts.
PUB DATE- May 94
NOTE- 60p.; Master's Action Research Project, Saint Xavier University of Illinois.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Attitude Change; Attitude Measures; *Change Strategies; Educational Improvement; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Parent Attitudes; *Student Attitudes
IDENTIFIERS- Elgin School District IL

This report describes a program for improving attitudes of students and parents toward the visual arts in a highly mobile, heterogeneous, suburban community outside of Chicago, Illinois. The problem examined is an historic inability of the school district to establish a permanent art education program, evidenced by the numerous times that art has been potentially, partially, or totally cut during the last twenty years. Analysis of the probable cause data revealed that students and parents think that art is enjoyable and enriching for the learners but that as a subject is not as important to learn as mathematics, science, and other "academic" subjects. In addition, parents generally would like to see a change in the current grade reporting procedure for art and offered suggestions for alternate methods. Solution strategies include the implementation of an altered grade reporting procedure that assigns letter grades for art, making it consistent with the grade reporting method for the "core" curriculum subjects. Along with the grade will be written notes, specific to each student, to explain the grade in art. The grade reporting procedure will be altered by the instructor to include behavior and effort checklists to establish more objective criteria for

The Herbert Hoover Story: A Curriculum Guide for Teachers.
PUB DATE- 94
NOTE- 30p.; For related documents, see SO 025 378-381 and SO 025 384.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archives; Federal Government; Instructional Materials; Library Collections; National Libraries; *Presidents of the United States; Secondary Education; *Social History; Social Studies; Teaching Guides; *United States History; *Values
IDENTIFIERS- *Hoover (Herbert)

This curriculum guide is designed to assist the visitor in the Herbert Hoover National Historic Site and the Herbert Hoover Presidential Library-Museum. The guide includes information on President Hoover's life and career, as well as classroom activities for students. The suggested pre- and post-visit activities are to reinforce the ideas presented at the site and in the exhibits, but may be used in conjunction with a social studies unit. The reading list contains books of interest for further study. Themes are developed by examining the first 11 years of Hoover's life for the personal, intellectual, and economic values gained from his cultural community, as well as examining Hoover's adult achievements and individual character. (EH)

ED 388 564 SO 025 384

Smith, Richard Norton; And Others
Herbert Hoover Library & Museum: A Guide to the Exhibit Galleries.
PUB DATE- 93
NOTE- 77p.; For related documents, see SO 025 378-381 and SO 025 383.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Archives; Federal Government; *Library Collections; *Presidents of the United States; *Social History; *United States History
IDENTIFIERS- *Herbert Hoover Presidential Library IA; Hoover (Herbert)

This guide book is used to accompany the exhibits at the Herbert Hoover Presidential Library and Museum. The guide provides a basic overview of the life and contributions of Herbert Hoover and can be read independent of a tour of the galleries. The book contains the following chapters: (1) "Years of Adventure"; (2) "The Great Humanitarian"; (3) "The Roaring Twenties"; (4) "The Wonder Boy"; (5) "The Logical Candidate"; (6) "The Great Depression"; (7) "From Hero to Scapegoat"; (8) "An Uncommon Woman"; and (9) "Counselor to the Republic." A bibliography of additional readings is included. (EH)

ED 388 565 SO 025 392

The Development Data Book. A Guide to Social and Economic Statistics with a Comprehensive Data Table and Teaching Guides. Third Edition.
PUB DATE- 95
NOTE- 81p.; For the second edition, see ED 306 178.
LANGUAGE- English

contains weaknesses in that cultures are entities not bounded by time of space. A unified world history should be a fluid, many-angled world history. The creation of the "National Standards for World History" is an attempt to address some of the omissions of history. The interconnections and interdependencies that have shaped the human experience can be illustrated through the Book of Travels of Ibn Battuta of Tangier who moved from one corner of Eurasia and Africa to another for 29 years in the 14th century. Focus necessarily must be on the interactions of humanity that have always occurred if students are truly to understand world history. (EH)

ED 388 586 SO 025 507

Smith, Andrew F.; Kling, Tatiana
Philadelphia and the Tomato.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Elementary Education; Geographic Distribution; *Geographic Location; *Geography; *Human Geography; Instructional Materials; Place of Residence; Site Analysis; *Social Studies
IDENTIFIERS- *Pennsylvania (Philadelphia); Tomatoes

This booklet describes for elementary students the many contributions of people, traveling many places, over many years to bring the tomato to Philadelphia. The booklet includes the following: (1) "Introduction to the Tomato"; (2) "Where Does the Tomato Come From?"; (3) "The Spanish Tomato"; (4) "The Philadelphia Tomato"; (5) "Growing Tomato Seeds"; (6) "The Ethnic Tomato"; (7) "The Tomato Business"; and (8) "The Tomato Today." A Map of the United States, a glossary, follow-up activities and a six-item bibliography complete this student packet. (EH)

ED 388 587 SO 025 508

Perry, Linda
Seeing The World through Philadelphia: The International City.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Cross Cultural Studies; Elementary Secondary Education; *Geographic Location; *Global Education; Human Geography; *International Cooperation; *Multicultural Education; Place of Residence; Site Analysis; Social Studies
IDENTIFIERS- *Pennsylvania (Philadelphia)

This student booklet provides an introduction to the city of Philadelphia and explores the city's global connections. The volume contains the following chapters: (1) "Philadelphia: The City of Neighborhoods"; (2) "International Visitors Enjoy Our Sights"; (3) "Foreign Students Make a Temporary Home With Us"; and (4) "Philadelphia and International Business." Map activities, a glossary of terms, and a six-item bibliography are included in the booklet. (EH)

ED 388 588 SO 025 510

data. The appendices present the following: "Survey Methodology and Data Reliability"; "Tables of Standard Errors"; and examples of survey forms. (MM)

ED 388 608 SO 025 773

The Shorewood Collection.
PUB DATE- 94
NOTE- 243p.; For accompanying reference guides, see SO 025 774-775.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- *Art; Art Education; *Art History; Artists; Elementary Secondary Education; *Visual Aids; Visual Arts; *Western Civilization
IDENTIFIERS- *Art Reproductions

This document is a catalog of fine art reproductions that can be purchased from a commercial vendor for educational and other uses. It contains more than 900 images of paintings and drawings from major epochs in the history of Western art. A selection of Asian, African, and American Indian art exemplars are also included. The color images, shown in thumbnail-sketch size, are organized by School of Art in chronological order. Within each School the artists are arranged in alphabetical order. Data concerning Catalogue Number, Artist, Title, Size, and Holding Institution, are given for each image. An index lists complete contents alphabetically by artist and chronologically by catalogue number. These images and accompanying information provide a reference tool for the Shorewood art educational programs, which range from grade levels K through 12. (MM)

ED 388 609 SO 025 774

Artists' Biographies for the Art Reference Guide.
PUB DATE- 92
NOTE- 87p.; For basic catalog of "The Shorewood Collection," and related reference guide, see SO 025 773-775.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Art History; *Artists; Biographies; Elementary Secondary Education; Visual Arts; *Western Civilization

This reference guide contains biographical information on the nearly 300 artists whose paintings and drawings are presented in "The Shorewood Collection." These artisis, listed alphabetically, represent major epochs in the history of Western art. A selection of Asian, African, and American Indian artists or groups also is presented. This biographical material is indexed and is intended to be used as a reference tool in conjunction with Shorewood's art educational programs, which range from grades K through 12. (MM)

ED 388 610 SO 025 775

The Shorewood Collection Art Reference Guide.
PUB DATE- 92
NOTE- 140p.; For basic catalog of "The Shorewood Collection," and related biographical guide, see SO 025 773-774.

intellectual development as a means of personal growth to supplement stress management strategy. Chapter 5 focuses on growth of the inner self to enhance well-being. Chapter 6 encourages flexibility, openness, and adaptability as qualities helpful to success in an evolving and unknown educational future. (Contains 15 references.) (ND)

ED 388 628 SP 036 273

Petrie, Hugh G., Ed.
Professionalization, Partnership, and Power: Building Professional Development Schools. SUNY Series, Frontiers in Education.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Role; Affiliated Schools; Case Studies; College School Cooperation; Culturally Relevant Education; *Educational Change; *Educational Environment; Educational History; *Educational Principles; Educational Research; Elementary Secondary Education; Higher Education; Laboratory Schools; *Partnerships in Education; Politics of Education; *Preservice Teacher Education; *Professional Development Schools; School Restructuring; School Role; State Action; Teacher Role; Teaching Methods; Urban Schools
IDENTIFIERS- Partner Schools; Professional Development Centers; *Professionalization of Teaching

This volume presents a variety of different implementations of the professional development school concept of teacher education in the following 17 author-contributed chapters: "School-University Partnerships and Partner Schools" (John Goodlad); "Design Principles and Criteria for Professional Development Schools" (Frank Murray); "The Professional Development School: Building Bridges Between Cultures" (Trish Stoddart); "The Dialectics of Creating Professional Development Schools: Reflections on Work in Progress" (James Henderson, Richard Hawthorne); "Listening But Not Hearing: Patterns of Communication in an Urban School-University Partnership" (James Collins); "Why Do Schools Cooperate with University-Based Reforms? The Case of Professional Development Schools" (David Labaree); "Cultural Transformation in an Urban Professional Development Center: Policy Implications for School-University Collaboration" (Charles Case, Key Norlander, Timothy Reagan); "Professional Development Schools: A New Generation of School-University Partnerships" (Jane Stallings, Donna Wiseman, Stephanie Knight); "Creating a Common Ground; The Facilitator's Role in Initiating School-University Partnerships" (Michelle Collay); "Tradition and Authority in Teacher Education Reform" (Jeanne Ellsworth, Cheryl M. Albers); "Professional Development Schools in the Inner City: Policy Implications for School-University Collaboration" (Trevor Sewell, Joan Shapiro, Joseph Ducette, Jayminn S. Sanford); "Critically Reflective Inquiry and Administrator Preparation: Problems and Possibilities" (Robert Stevenson); "The State Role in Jump-Starting School-University Collaboration: A Case Study" (Lee Teitel); "The Professional Development School: Tomorrow's School or Today's Fantasy" (Roy J. Creek); "Professional Development Schools: Restructuring Teacher Education Programs and Hierarchies" (Margaret Wilder); "Transforming the Discourse: Gender Equity and Professional Development Schools" (Joan Burstyn); and "A New Paradigm for Practical Research" (Hugh Petrie). (IAH) how teachers' individual knowledge, experiences, and curriculum orientations affected their contributions to team curriculum decisions. A second objective was to extend the research on teaming beyond the current emphasis on organizational and administrative functioning to examine the factors that facilitate collaborative curriculum work. The project was a 1-year case study of the deliberations of a team of three sixth grade teachers. Primary data sources were four semi-structured interviews with each teacher, weekly observations of classrooms, two interviews with the principal, and analysis of relevant documents. Each of the three case studies is described in detail. Findings based on all three cases indicated: (1) a shared vision of curriculum purposes was believed by the teachers to be the key element in determining the success of the team's change efforts; (2) the teachers' personal beliefs and concerns influenced their rationales for the curriculum envisioned by the team and their choices of the means to interpret curriculum intentions; (3) the teachers' individual knowledge influenced the ways in which they interpreted the team's envisioned curriculum; (4) team collaboration was a source of shared knowledge and of joint construction of new knowledge; and (5) the teachers believed that each played a different role on the team and that the diversity contributed to the team's effectiveness. (Contains 21 references.) (ND)

ED 388 647   SP 036 293

Smith, J. Lea
Multicultural Literature in a Children's Literature Course: Opening a Discussion on Diversity.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Books; *Childrens Literature; *Education Courses; Elementary Secondary Education; Higher Education; Learning Strategies; Literature Appreciation; *Multicultural Education; *Preservice Teacher Education; Student Teachers; Teacher Influence

This paper outlines how one teacher educator explored the use of children's literature to introduce multiculturalism to her preservice teachers. It highlights how the teacher set the tone, structured the curriculum, identified books, and organized the book readings. Data were gathered from a personal teaching journal during the 5-month semester, from surveys and questionnaires used in the class, from videotapes of the class, and from student journals and interviews. It was found that life experiences alone did not ensure that diversity was accepted, understood, respected, and appreciated by the preservice teachers. Books were selected and organized to provide increased reader involvement in thinking about differences; learning strategies involved reading, reflection, and small and large group discussions. As the preservice teachers became more knowledgeable, articulate, and analytical about children's literature as a whole, they also developed a sense of literary heritage and realized the potential impact of their selections on their students. The preservice teachers also made explicit plans for using what they had learned. (Contains 37 references.) (NAV)

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *College Freshmen; *Health Education; *Health Promotion; Higher Education; *Student Attitudes; *Student Behavior; Student Journals; Student Motivation; Theory Practice Relationship; Well Being
IDENTIFIERS- Gettysburg College PA; *Health Counseling

This paper explores whether taking a course in health has an effect on college students' lives. Gettysburg College (Pennsylvania) redesigned a health class and taught it to all incoming freshmen during their first semester. Student journal entries, written at the end of each class, provided feedback to instructors; instructors read and responded to each entry prior to the next class. Students reported that they want and need an academic experience where they can feel comfortable having an open discussion with their instructor and their peers, and that this class provided that opportunity. An in-depth evaluation completed at the end of the course provided additional feedback. Students reported they increased their knowledge to a greater degree than they reevaluated their behavior. Similarly, students reevaluated their behavior to a greater extent than they changed their behavior. Students reported more increased awareness than behavior change in all areas studied. Overall, the course met its goal of having students begin to reevaluate and/or change their attitudes and/or behavior in a variety of areas in their lives. Findings of the project suggest that: (1) having the class during their first semester was beneficial to most students; (2) students may be more successful in changing behavior when classroom exercises are structured so that each topic is examined in relationship to students' current behaviors; and (3) students who are most successful at changing behavior know how to identify an area of their life as needing attention, and have the tools necessary to initiate and follow-through with behavioral changes. Sample journal entries are included. Contains nine references. (ND)

ED 388 666 TM 023 050

Spottheim, David; Wilson, George R.
The Suffolk County Department of Social Services Performance Study. A Final Report.
PUB DATE- Mar 91
NOTE- 149p.; For the executive summary, see ED 324 787.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *County Programs; *Evaluation Methods; Needs Assessment; Program Effectiveness; Program Evaluation; Public Agencies; *Retrenchment; Social Agencies; *Social Services
IDENTIFIERS- Management Science; *New York (Suffolk County); *Performance Based Evaluation

The Suffolk County (New York) Department of Social Services sponsored a performance study to gain insight into the department's operations. Management science techniques were used to portray operations of the Client Benefit (CBA) and Community Service (CSA) Divisions. The CBA administers public assistance programs, and the CSA provides social services. The CBA and CSA were disaggregated into 187 and 153 workstations, respectively, and a number of distinct actions were analyzed. Approaches used in the evaluation included queueing theory and

Test Reliability
IDENTIFIERS- *Exploratory Factor Analysis; *Home and Family Questionnaire; Self Report Measures

The development of the Home and Family Questionnaire (HFQ) is described and exploratory factor analyses and initial reliability studies are reported. The HFQ, which incorporates many of the items from the HOME Observation Inventory for Elementary School Children developed by B. M. Caldwell and R. H. Bradley (1984), evaluates home setting and home process. The HFQ uses a self-administered questionnaire format that may be administered through the mail or in the experimenter's laboratory. In addition, the HFQ addresses the lack of congruence with ecological systems theory of the HOME instrument. Fifty families of third graders participated in the initial stages of instrument development. Reliability estimates were calculated for scores obtained in each of two presentation modes, and exploratory factor analyses were conducted on individual item scores. Reliability was higher (Cronbach's alpha of 0.79) with laboratory administration. The factor solution remained ambiguous, but trends consistent with the hypothesized subscales were observed. Four tables illustrated study findings. (Contains eight references.) (SLD)

ED 388 685 TM 023 721

Griffin, Bryan W.
Analysis of Experimental Data via Poisson Regression.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Comparative Analysis; *Experiments; *Minimum Competency Testing; *Regression (Statistics)
IDENTIFIERS- *Multiple Linear Regression; *Poisson Process

This paper provides an exposition on simple and complex comparisons within the framework of Poisson regression. Poisson regression is well suited for the analysis of event count outcomes. Since simple and complex comparisons with both analysis of variance (ANOVA) and multiple linear regression (MLR) are common, the similarities between Poisson regression and ANOVA and MLR are highlighted in example analyses to enhance and clarify the discussion of comparisons within Poisson regression. Although the hypothetical data used for illustration were experimental, the comparison procedures discussed may be applied directly to the analysis of nonexperimental data as well. An appendix provides retake data for the hypothetical minimum competency tests. (Contains 1 figure, 6 tables, and 43 references.) (Author/SLD)

ED 388 686 TM 023 737

Velotta, Cynthia L.
Coping with Missing Data in Educational Research and Evaluation.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

compensation is presented in the third part. The fourth part offers data on general financial resources, with a focus on the percent change in per capita income. Statistics on state- and local-governmental revenue are provided in the fifth part, with a focus on revenue generated through taxation. The sixth part compares states according to their sources of public school revenue. The seventh part compares states according to general expenditures of state and local governments. The final part compares states by state and local governments' expenditures on schools at the elementary, secondary, and higher education levels. A total of 117 tables and 8 figures are included. Also included are notes on State Departments of Education, a bibliography, a glossary, an index of tables, and a framework for developing a state school funding profile. (LMD)

ED 388 705   TM 024 122

1993-94 Estimates of School Statistics As Provided by the State Departments of Education.
PUB DATE- Apr 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Expenditures; *Public Schools; School Personnel; *School Statistics; *State Departments of Education; Tables (Data); Teacher Salaries; Trend Analysis

The data presented in this report provide facts about the extent to which national, state, and local governments commit resources to educate youth. These estimates provide current information on public school enrollment and participation, employment and compensation of personnel, and finances, as reported by state education departments. The state-level data permits broad assessments of trends in staff salaries, sources of school funding, and levels of educational experiences. Among the most significant findings to emerge from these data is that public school enrollment is expected to increase by nearly 625,000 students from 1992-93 to 1993-94, with the greater increase in elementary school students. State education departments consequently expect the number of teachers to increase by over 15,000 in the same period, and the average teacher salary is expected to increase by 2.7% over 1992-93. This will contribute to an expected increase in total expenditures of 4.3% overall. In all these categories, differences among states are considerable. Three general tables reflecting trends are supplemented by 11 state notes and state-by-state data tables and 11 figures. A glossary is included. (SLD)

ED 388 706   TM 024 123

More Education Means Higher Career Earnings. Statistical Brief.
PUB DATE- Aug 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Careers; College Graduates; *Compensation (Remuneration); *Economic Impact; *Educational Attainment; Education Work Relationship; Higher Education; High School Graduates; High Schools; *Income; Life Events; *Socioeconomic

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 172p.; For a related document, see ED 334 241.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Bayesian Statistics; Citizenship Education; *Cognitive Tests; Difficulty Level; Geography; Grade 8; Grade 12; History; *Longitudinal Studies; Mathematics Achievement; National Surveys; Reading Comprehension; Research Methodology; *Scaling; Scores; Secondary Education; *Test Construction; Test Items
IDENTIFIERS- Ceiling Effects; Item Parameters; *National Education Longitudinal Study 1988; Test Specifications

This report documents the development and validation of the National Education Longitudinal Study of 1988 (NELS:88) cognitive test battery. The cognitive test battery assesses growth between grades 8 and 12 in the content areas of reading comprehension, mathematics, science, and history/citizenship/geography. The battery was part of the NELS:88 administered to a representative sample of eighth graders in 1988 and again in 1990 and 1992. To minimize the floor and ceiling effects that typically distort gain scores, special procedures were designed into the battery. It used a two-stage multilevel procedure that attempted to tailor the difficulty of the test items to the performance level of a particular student through the administration of different test forms. Special vertical scaling procedures were used that allowed for Bayesian priors on subpopulations for both item parameters and scale scores. This report documents the test specifications for the multilevel forms and the scaling procedures, and it compares the more traditional non-Bayesian approaches to scaling longitudinal measures with the Bayesian approach. The multilevel approach was found to increase accuracy of measurement and to reduce floor and ceiling effects. (Contains 30 tables, 3 figures, 7 appendixes of supplemental information, and 42 references.) (SLD)

ED 388 727   TM 024 559

Houser, James
Assessing Students with Disabilities and Limited English Proficiency. Working Paper Series. Working Paper No. 95-13.
PUB DATE- Mar 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Field Tests; *Limited English Speaking; *Measurement Techniques; National Surveys; Portfolios (Background Materials); Research Methodology; Statistical Analysis; *Validity
IDENTIFIERS- *National Assessment of Educational Progress

In recent assessments, the National Center for Education Statistics (NCES) has permitted schools to exclude some students with disabilities or limited English proficiency because it believed that its assessments would not accurately measure the ability and achievement levels of these students. The exclusion of a portion of students from assessments by the NCES has raised doubts about the validity of its data. This report discusses the data validity concerns related to the an analysis of academic achievement, and a student survey. Probable causes were considered to be peer pressure, community demographics, student attitudes, teacher attitudes, and a high student mobility rate. A review of solution strategies suggested in the literature, combined with an analysis of the setting, resulted in the following interventions: (1) incentive charts; (2) instruction in goal setting strategies; and (3) feedback on completion of assignments. Post-intervention data revealed an increase in student seatwork, an improvement in the target observed behaviors, and an increase in student verbal participation during class discussion. Three appendixes include the parent consent letter, a student survey, and a behavioral checklist. A discipline referral form is attached. (Contains 2 tables and 31 references.) (Author/SLD)

ED 388 747 UD 030 674

Sparks, Elizabeth; Gonsalves, Lisa
Violence in America: How Is the Problem of Urban Youth Violence Defined in the Psychological Literature?
PUB DATE- 15 Aug 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Youth; Children; Literature Reviews; *Psychological Studies; Psychology; *Scholarly Journals; *Social Problems; Socioeconomic Status; *Urban Youth; *Violence

The involvement of African American youth in urban violence (nondomestic violence in an urban setting) was studied through a review of literature in the field of psychology. Articles that dealt with African American children and adolescents who have been exposed to or who have experienced this type of violence were selected from journals published by the American Psychological Association (APA) and others. Thirty-seven journals published by the APA were reviewed. Of these, 12 journals had published articles on violence or aggression in the period from 1989 through 1994, with 7 articles specifically addressing African American youth and their involvement in urban violence and 23 articles addressed urban violence in general. A similar search of psychological journals not published by the APA reviewed 148 articles related to African American youth violence, of which 53 were empirical studies. The bulk of studies focused on the individual and were concerned with victims of violence. Relatively few studies moved beyond a focus on the individual. Psychologists must explore (or at least incorporate into their analyses) a study of the environmental conditions and sociopolitical factors that contribute to the problem of youth violence. A bibliography lists the 148 articles reviewed. (Contains 5 tables and 12 references.) (SLD)

ED 388 748 UD 030 675

Stavenhagen, Rodolfo
Double Jeopardy: The Children of Ethnic Minorities. Innocenti Occasional Papers. Child Rights Series, Number 10.
PUB DATE- Nov 94
NOTE- 37p.

District, Ames.; Iowa State Univ., Ames. Leopold Center for Sustainable Agriculture.; Resource Enhancement and Protection Conservation Education Board, Des Moines, IA.
PUB DATE- Jun 94
NOTE- 153p.; For unit I, see SE 056 709.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Agricultural Education; Biology; Conservation (Environment); *Ecology; Environmental Education; Hands on Science; *Natural Resources; Science Curriculum; Science Education; Secondary Education; Soil Conservation; *Soil Science
IDENTIFIERS- Hands On Science

This instructional packet deals with biology, soil ecology, and specific farming practices that promote sustainable agriculture. It focuses on different types of life in the soil, the interactions that occur, and how proper tillage and nutrient management can enhance and develop beneficial soil life. The instructional materials are designed to make the important link between science and agriculture and to provide hands-on experiences that enable students to understand how the science-based subject matter included affects agriculture. Self-contained background information, activities, and visual masters are included. The individual instructional exercises can be used independently by both agriculture and science teachers or can be effectively team-taught. Unit topics include: exploring the underground community soil life, the foundation of soil health and food production, investigating the role and importance of fungi in the soil, recognizing the importance of bacteria in recycling of soil nutrients, understanding the role of more complex soil organisms, and application of the relationship between soil organisms, soil health, and plant growth. (JRH)

ED 388 520 SE 056 736

Gonzales, Renee; Munguia, Suzanne
Inventions.
PUB DATE- 9 May 95
NOTE- 104p.; No introductory text, but contains references to grade 2. Authors are affiliated with Arizona State University (ASU).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Discovery Processes; Grade 2; *Inventions; Primary Education; Science Activities; Science Education; *Science History; Scientists

This instructional packet deals with inventions and presents activities that enable students to learn about past inventions and inventors and also create their own inventions in a variety of ways: centers, individual work, and group work. (JRH)

ED 388 521 SE 056 737

Gould, Alan
Hot Water and Warm Homes from Sunlight. Teacher's Guide.
PUB DATE- 95
NOTE- 92p.; A product of the Great Explorations in Math and Science (GEMS) program.
LANGUAGE- English

evaluation. Finally, written information, in letter format, will be disseminated to the parents outlining the goals and structure of the elementary art program. Appendixes include pre- and post-survey instruments. (Author/JS)

ED 388 542 SO 025 223

Fikes, Robert, Jr.
General Interest Nonfiction by African American Authors: A Thematically Unique Bibliography.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- African Culture; *Authors; Black Achievement; *Black Culture; Black History; *Blacks; Black Studies; Cultural Education; Higher Education; *Multicultural Education
IDENTIFIERS- *African Americans; *Black Writers

This bibliography was compiled to demonstrate the extent to which African Americans have written on a broad array of topics that do not have racial concerns as the major focus. Nonfiction books of more than 100 pages written by persons of African descent who were born in the United States or lived in the country for substantial periods of time are included, as well as those with African Americans as the sole author or, if the book was co-authored, the principal author. It is intended to be an extensive bibliography but not necessarily exhaustive. The bibliography has been divided into the following areas: (1) humanities; (2) social sciences; (3) science and technology; and (4) miscellaneous. (EH)

ED 388 543 SO 025 272

Fraenkel, Jack R.
Characteristics and Behaviors of Effective Social Studies Teachers in Selected Countries.
PUB DATE- 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Paper is an expanded version of a paper presented at the Triannual Network Conference, Network Educational Science Amsterdam (Budapest, Hungary, September 1993). For an earlier version, see ED 383 601.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; Foreign Countries; High Schools; High School Students; Instructional Effectiveness; *Secondary School Teachers; *Social Studies; Student Attitudes; Student Evaluation of Teacher Performance; Student Experience; Student Journals; Student Reaction; Student Surveys; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness; Teacher Evaluation; Teacher Expectations of Students; *Teaching Methods; Teaching Styles
IDENTIFIERS- Australia; Germany; Korea; New Zealand; Poland

This research study: (1) looks at what happens in social studies classrooms; and (2) attempts to determine the characteristics and behaviors of effective teachers. To collect data, the researcher observed several high school (grades 9-12) social studies classes since the fall semester of 1991 in the San Francisco (California) Bay Area for 3 months and in five other

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Development; *Developing Nations; *Development; Economic Change; *Economic Climate; *Economic Development; Economic Status; *International Programs; Labor Force Development; Secondary Education; Sustainable Development

"The Development Data Book," published by the World Bank presents statistics on countries with populations of more than one million. The statistics relate to economic development and the changes it is bringing about in the world. Sometimes called indicators, the statistics are measures of social and economic conditions in developing and industrial countries. The teacning guide which accompanies the data book present activities designed for world geography, world history, economics, international studies, or current affairs. Worksheets and maps accompany the activities. The goals of this teaching guide are to: (1) increase students' knowledge and understanding of economic development and of social and economic conditions in developing countries; and (2) strengthen students' ability to perform statistical calculations, make and interpret maps and other statistical data, analyze and synthesize information, make inferences and generalizations, and think critically in solving problems and making decisions. The volume includes: (1) "Introduction" presenting goals and objectives of the guide; (2) "Beginning Activities"; (3) "Life Expectancy"; (4) "Primary School Enrollment Rate"; (5) "Population Growth Rate"; (6) "GNP (Gross National Product) per Capita"; (7) "Merchandise Exports"; (8) "Culminating Activities"; (9) "Test"; (10) "Outline Maps"; and (11) "Comparative Data Table." (EH)

ED 388 566 SO 025 396

Simon, Ken; And Others
WE: Lessons on Equal Worth and Dignity. The United Nations and Human Rights (Grades 7-12). Educating for Peace Project.
SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.
PUB DATE- Sep 93
NOTE- 149p.; For a related guide, see ED 363 534. Funding also received from the Carl A. Weyerhaeuser Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Conflict Resolution; Democracy; Due Process; *Equal Protection; Freedom; Human Dignity; International Crimes; *Justice; *Peace; Secondary Education; Social Studies
IDENTIFIERS- *United Nations

This curriculum module for students in grades 7-12 focuses on the subject of tolerance. The lessons provide students with opportunities to develop knowledge about issues and events of intergroup relations, increase student awareness of the dynamics of intolerance, and help students build a framework for developing their thinking about these issues. Divided into six sections, section 1, "Teacher to Teacher," provides: (1) "Invitation and Challenge"; (2) "Sample Parent Letter"; and (3) "President Bill Clinton, 'The United Nations and the United States.'" Section 2, "The Power of Language," includes: (1) "Language as Message"; (2) "Symbols as Message"; and (3) "Music as Message." Section 3, "The Tolerance Spectrum," contains: (1) "Measuring Intolerance"; (2) "Dialogue: Teens and Police"; (3) "Retard"; and (4) "Beyond Tolerance." Section 4, "The United

Bigelow, Bill, Ed.; And Others
Rethinking Our Classrooms: Teaching for Equity and Justice.
PUB DATE- 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; Civics; Cross Cultural Studies; Cultural Activities; Cultural Education; Cultural Interrelationships; *Cultural Pluralism; *Educational Change; Educational Innovation; Elementary Secondary Education; Ethnic Groups; *Ethnocentrism; Interdisciplinary Approach; *Justice; *Multicultural Education; School Restructuring

This collection includes creative teaching ideas, articles, essays, poems, reproducible handouts, resources, lesson plans, narratives and hands-on examples of ways teachers can promote values of community, justice and equality, while building academic skills. The book is divided into seven parts. Part 1, "Introduction", includes: (1) "Creating Classrooms for Equity and Social Justice" (editors); and (2) "Lions" (Langston Hughes). Part 2, "Points of Departure", includes a number of readings that exemplify teaching principles outlined in the introduction, including: (1) "Unlearning the Myths that Bind Us" (Linda Christensen); (2) "10 Quick Ways to Analyze Children's Books" (Council on Interracial Books for Children); and (3) "Ode to My Socks" (Pablo Neruda). Part 3, "Rethinking My Clasroom" includes "core" articles. At various grade levels and disciplines, teachers offer concrete examples of how a social justice curriculum transformed their classroom practice. Articles include: (1) "Race and Respect Among Young Children" (Rita Tenorio); (2) "The Challenge of Classroom Discipline" (Bob Peterson); and (3) "Building Community for Chaos" (Linda Christensen). Part 4, "Teaching Ideas", explores practical ways young people can critique powerful influences such as racism, sexism, and homophobia. It includes: (1) "Using Pictures to Combat Bias" (Ellen Wolpert); (2) "Bringing the World into the Math Class" (Claudia Zaslavsky); (3) "Coping with TV" (Bob Peterson); (4) "Looking Pretty, Waiting for the Prince" (Lila Johnson); and (5) "Flirting vs. Sexual Harassment: Teaching the Difference" (Ellen Bravo; Larry Miller). Part 5, "Rethinking Our Assumptions," addresses issues ranging from cultural differences between students and teachers to biases in children's literature. It includes: (1) "Teachers and Cultural Styles" (Asa G. Hilliard III); (2) "The Politics of Children's Literature" (Herbert Kohl); and (3) "Students as Textbook Detectives" (Bill Bigelow; Bob Peterson). Part 6, "Beyond the Classroom," includes: (1) "Why We Need to Go Beyond the Classroom" (Stan Karp); (2) "Forging Curriculum Reform Throughout a District" (David Levine); (3) "Why Standardized Tests Are Bad" (Terry Meier); and (4) "Detracking Montclair High" (Stan Karp). Part 7, "Teaching Guide/Resources," includes: (1) "Poetry Teaching Guide"; (2) "Videos with a Conscience" (Bill Bigelow; Linda Christensen); (3) "Books to Empower Young People"; and (4) "Other Resources." (EH)

ED 388 589 SO 025 522

Cleary, Marie, Ed.
Teaching Classical Political Theory and the U.S. Constitution in High School Latin and Social Studies.
SPONS. AGENCY- College of the Holy Cross, Worcester, Mass.; National Endowment for the Humanities (NFAH), Washington, D.C.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Art; *Art Criticism; Art Education; *Art History; Artists; Elementary Secondary Education; Visual Arts; *Western Civilization

This reference guide contains a descriptive critique of each of more than 900 images of paintings and drawings presented in "The Shorewood Collection." This guide is intended to be used as a reference tool in conjunction with Shorewood's art educational programs, which range from grade levels K through 12. Master works from major epochs in the history of Western art and some exemplars from Asian, African, and American Indian cultures are presented. The guide is indexed by alphabetical listing of artists. (MM)

ED 388 611 SO 025 776

Seymour, Dale; Britton, Jill
Introduction to Tessellations.
PUB DATE- 89
NOTE- 258p.; For a related book, see SO 025 777.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; Design; *Geometric Constructions; Mathematical Concepts; *Patternmaking; *Polygons; *Ratios (Mathematics); *Symmetry; Transformations (Mathematics)
IDENTIFIERS- *Tessellations

This book explores a class of geometric patterns called tessellations, a pattern made up of one or more shapes which completely cover a surface without any gaps or overlaps. Focus in on one of the more elementary types of tessellations and investigation of them through concepts basic to art, geometry, and design. The seven chapters look at which shapes will tessellate, why certain shapes tessellate and others do not, how many different tessellating patterns can be created using two or more regular polygons; considerations of symmetry, and what techniques can be used to generate these intricate designs. Step-by-step instructions and suggested activities are provided for student production of both copied and original tessellations. An appendix, "Algebraic Analysis of Regular Polygons Around a Point," a glossary, and a bibliography conclude the book. (MM)

ED 388 612 SO 025 777

Britton, Jill; Britton, Walter
Teaching Tessellating Art: Activities and Transparency Masters.
PUB DATE- 92
NOTE- 288p.; For related item, see SO 025 776.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; Design; Elementary Secondary Education; *Geometric Constructions; *Instructional Materials;

ED 388 629 SP 036 274

Adenika-Morrow, T. Jean
The TEAM Program: Teaching Teachers To Utilize an Interdisciplinary Approach to Science for Urban Students.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Curriculum Design; Elementary Education; Inservice Teacher Education; Integrated Curriculum; *Interdisciplinary Approach; Leadership; Low Income Groups; Mathematics Education; Middle Schools; *Minority Group Children; Minority Groups; Program Effectiveness; *Science Education; Student Motivation; *Team Training; Teamwork; *Thematic Approach; *Urban Youth
IDENTIFIERS- Teacher Leaders; *Teacher Principal Relationship

The Teaching Excellence for Minority Student Achievement (TEAM) Program is a 5-year supplemental program in the Los Angeles (California) area designed to demonstrate that urban minority low income students at risk of school failure can be refocused using an interdisciplinary approach to teaching elementary and middle school science and mathematics as well as building self-esteem and developing critical thinking, observational, and communication skills. The TEAM Program provides support for math and science teachers, principals, and students. In one portion of the program, the Summer Institute for Teachers, teams of teachers developed units of study using an interdisciplinary approach to teaching science. Teachers participating in the program reported that the growth of collegiality was highly motivating and reduced feelings of stress and isolation among teachers. After participating in the overall TEAM program, students raised their scores on standardized tests 10 to 20 percentile points. The substantial costs of the TEAM Program as well as the significant outlay of time and effort required were seen as barriers to replicating the program. An outline of the TEAM general plan is attached as are ratings by teachers and principals of TEAM program activities and effects, and a chart summarizing TEAM activities and participant numbers. (ND)

ED 388 630 SP 036 275

Anderson, Caroline; Windeatt, Donna
Interpersonal Skills and Goal Setting through Co-operative Learning in Physical Education.
PUB DATE- May 95
NOTE- 88p.; Master of Arts Action Research Project, Saint Xavier University of Illinois and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Classroom Techniques; *Cooperative Learning; Decision Making; Discipline; *Goal Orientation; Grade 8; Group Activities; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Physical Education; Portfolios (Background Materials); Prereferral Intervention; Student Attitudes; Student Behavior; Student Educational Objectives

This report describes a program which utilized cooperative learning activities to help eighth grade students in physical education classes at one urban Illinois school develop their

ED 388 648 SP 036 294

Oppewal, Tom
Assessing Early Field Experiences: Do We Really Want To Know?
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Higher Education; *Instructional Effectiveness; Observation; Practicums; *Preservice Teacher Education; Student Educational Objectives; *Teaching Experience; *Tutorial Programs; *Tutoring

This paper reports on a study of early teacher training field experience to assess what was happening and the extent to which the objectives of the field experience were met. Objectives included a greater understanding of how students think and learn, improved ability when choosing tutoring strategies, and enhanced observation skills. Data were gathered from case records written by 88 preservice teachers during the field experiences. During the field experience, preservice teachers attended a 3-credit hour course on learning and development and simultaneously participated in a 1-credit field experience course, the second of six field experiences in the curriculum. Results question the usefulness of tutoring as an early field experience assignment, even though final evaluations from preservice teachers and cooperating teachers were overwhelmingly positive about the field experience. It is suggested that laboratory activities in the classroom, rather than field tutoring, may better benefit preservice teachers. The field experience did not address the realities of teaching as measured by reform literature or the stated objectives of the course. (Contains 17 references and 10 figures.) (NAV)

ED 388 649 SP 036 295

Blenkinsop, Sandra; Bailey, Penelope
An Inquiry into Collaboration and Subject Area Integration in Teacher Education.
PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Cooperation; *Educational Methods; Elementary Secondary Education; Foreign Countries; Higher Education; Integrated Curriculum; Language Arts; Research Methodology; Science Education; *Teacher Education
IDENTIFIERS- Canada; *Collaborative Research; *Teacher Collaboration

This collaborative study centered around the development and implementation of an integrative module for science and language arts methods courses in a teacher education program. The study was conducted within an action research framework and was informed by perspectives on collaborative inquiry and the two instructors' personal practical knowledge. The instructors' purposes in the inquiry were to explore the concept of the marginal analysis model. Solutions were compared for four generated service-demand scenarios for each division. The studies indicated that some solutions proposed in light of the county's budget deficit, such as decreasing the level of services or reducing the number of staff, and alleviating the staffing slack in some workstations, are not feasible because of the steady and unabated rise in the mandated program's caseload, legal regulations, political expectations, and the queueing behavior of the systems. Some actions are suggested to help the department cope with its work flow, but it is noted that these actions will not remedy the situation, but will merely mitigate a few consequences of the continuing rise in service demand. (Contains 18 tables and 58 references.) (SLD)

ED 388 667 TM 023 052

Everett, Jim, Ed.
Tech Prep Newsletter, 1994.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; Career Planning; College School Cooperation; College Students; Community Colleges; Core Curriculum; *Curriculum Development; Education Work Relationship; Grade 11; Grade 12; High Schools; Integrated Curriculum; Newsletters; Program Development; Program Implementation; Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Missouri

This document consists of the 36 issues of a newsletter issued during 1994. Each issue is devoted to a specific topic pertinent to Tech Prep. Tech Prep is a federally funded effort, including mathematics, sciences, and language arts, that aims to prepare students for a lifetime of learning and career advancement. The Northwest Tech Prep Consortium exists to provide resources for participating schools to implement a Tech Prep program that will be implemented in grades 11 and 12 and the first 2 years of college with a common core curriculum that will lead to an associate degree or certificate in a specific career field. The newsletters are grouped into eight series. The six newsletters of the first series concentrate on the concepts and definitions of Tech Prep and how to start a Tech Prep program. The second series of five newsletters focuses on applied courses, and the four newsletters of the third series concentrate on preparation for business, health, and technical programs and careers, in general. The fourth series devotes eight newsletters to articulation of Tech Prep programs and the coordination essential between high school and college components. Series 5 contains 2 newsletters dealing with working with business. The sixth series provides three newsletters with examples of projects in Missouri and the country as a whole. The seventh set (six newsletters) deals with administrative concerns, and the eighth series contains two newsletters dealing with guidance and Tech Prep in the schools and a discussion of classroom practice. (SLD)

ED 388 668 TM 023 053

English, Robert E.; Reigeluth, Charles M.
Formative Research on Sequencing Instruction with the Elaboration Theory.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Evaluation Methods; *Kindergarten Children; *Pretests Posttests; Primary Education; Research Methodology; *Statistical Analysis
IDENTIFIERS- *Missing Data

The characteristics of missing data in statistical analysis are outlined, and techniques to deal with missing data are explored using a real data set that contained pretest and posttest measures of kindergarten children. In the first part of the investigation, randomly created missing values for 5%, 10%, 20%, and 25% of the sample were supplied for a sample that originally had no missing values. Four missing data techniques (listwise deletion, mean substitution, adjustment-cell mean imputation, and regression imputation) were then implemented, and the results were compared with those of analysis of variance tests. In a second part of the study, the missing data techniques were applied to a real missing data problem, using the same subsample (443 kindergarten students) with pretest data missing for 83 students. Results indicated that disparate results may be obtained with various missing data techniques. When faced with missing data, researchers should investigate whether the data are missing at random or for an identifiable reason, apply some missing data techniques, and consider the consequences carefully if different techniques lead to dissimilar conclusions. (Contains 1 figure, 12 tables, and 18 references.) (SLD)

ED 388 687 TM 023 739

Tarver, Annis; And Others
The Development of a Data Collection and Management System for the Louisiana Teacher Assessment Program.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; *Data Collection; Demography; Educational Assessment; Elementary Secondary Education; *Information Management; Research Methodology; School Districts; *State Programs; Teacher Certification; Technology; *Test Construction; Testing Programs
IDENTIFIERS- *Louisiana Teacher Assessment Program

The multimethod approach used to collect a assessment data at the local and state levels for the Louisiana Teacher Assessment Program is described. This program develops information about a new teacher's competence that can be used to suggest instructional improvement activities and to decide on qualifications for certification. The first component of the data collection and management plan for the assessment (the Management Information Systems Teacher Assessment Database) maintains demographic information on all participants, including teachers and assessors. The second component, the scannable assessment instrument, contains assessment ratings from each of the teacher's assessment team members. The third component, a personal computer support system, merges the demographic information with the assessment ratings. The design of the data collection and management plan capitalizes on the efficient use of the technology in place at the local and state levels, giving local education agencies the capacity to enter

Status; Tables (Data); Trend Analysis
IDENTIFIERS- *Earning Potential

Data from the Census Bureau's Current Population Surveys show that it is definitely worth, in economic terms, staying in school and earning a higher degree. This Brief examines the relationship between education and earning during the 1992 calendar year and demonstrates how the relationship has changed over the past 2 years. It also provides estimates of the total earnings adults are likely to accumulate over the course of their working lives. The more education adults received, the more money they made. Lifetime earnings estimates for seven educational levels demonstrate the large earnings differences that develop between educational levels over the long term. While high school dropouts could be expected to earn about $600,000 in 1992 dollars over a lifetime, completing high school could add about $200,000, and completing a bachelor's degree could add nearly another half million dollars. Such differences may become even more striking in the future, particularly if current trends in the consumer price index continue. Two graphs illustrate mean annual and lifetime earnings. (SLD)

ED 388 707 TM 024 129

Snyder, Thomas D.; Hoffman, Charlene M.
State Comparisons of Education Statistics: 1969-70 to 1993-94.
PUB DATE- Jun 95
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Educational Attainment; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Income; Limited English Speaking; Population Trends; Poverty; *State Norms; State Programs; State Surveys; Trend Analysis

This report contains information on elementary and secondary schools and institutions of higher education aggregated at a state level. A wide array of statistical data is presented, ranging from enrollments and enrollment ratios to teacher salaries and institutional finances. The report is designed to meet the needs of state and local education officials and analysts who need convenient access to state level statistics, without consulting numerous volumes and conflicting sources. Examples of new materials for this volume include: expenditures per student in elementary and secondary schools, by function; percent of students participating in federal special education programs, public school districts' sizes; distribution of college graduates by major; average public college tuition compared to per capita income; and educational and general expenditure per full time equivalent student by type and control of institution. The report reflects an extension of the prior two editions and also presents detailed analytical tables that highlight more recent data as well as annual time-series data from 1969-70 to 1992-93 or 1993-94. An attachment, "Guide to Sources," presents technical information about the sources of published information, and a glossary section of definitions is included. (Contains 26 figures and 87 tables.) (SLD)

ED 388 708 TM 024 130

Improving the Capacity of the National Education Data System To Address Equity Issues: An Addendum to "A Guide to Improving the current policy and explains how the NCES assesses and surveys students with disabilities and limited English proficiency. Approximately 7% of students with disabilities attend special schools and thus are not assessed by the NCES. However, about 50% of students with disabilities are currently assessed. Alternative ways to collect outcome data on students with disabilities who are currently excluded include making accommodations to the NCES assessment procedure by, for example, providing additional time to complete the test or providing a separate room in which to take the test; conducting portfolio assessments; and collecting background data from the schools about students' achievement and abilities. The 1995 field test of the National Assessment of Educational Progress will examine new procedures for assessing students with disabilities or with limited English proficiency. (Contains 12 references.) (SLD)

ED 388 728   UD 030 652

Chafel, Judith A., Ed.
Child Poverty & Public Policy.
PUB DATE- 93
NOTE- 364p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Abuse; *Children; Child Welfare; Demography; Disadvantaged Youth; *Economically Disadvantaged; Elementary Secondary Education; Low Income Groups; *Policy Formation; *Poverty; *Public Policy; Social Problems; Urban Areas; *Urban Problems

This collection documents how far we still are in the United States from putting our knowledge about child well being and policy into practice. It provides an overview of the changing nature of child poverty in the United States through the contributions of authors who use a number of qualitative and quantitative approaches to look at children in poverty. The chapters are as follows: (1) "Child Poverty: Overview and Outlook" (Judith A. Chafel); (2) "Profiles of Children and Families in Poverty" (Judith S. Musick); (3) "Who Are the Poor? A Demographic Perspective" (William H. Scarbrough); (4) "Children of Poverty: Why Are They Poor?" (Suzanne M. Bianchi); (5) "Childhood Poverty and Child Maltreatment" (Joan I. Vondra); (6) "The Child in Poverty: Enduring Images and Changing Interpretations" (Elsie G. J. Moore); (7) "The 101st Congress: An Emerging Agenda for Children in Poverty" (Sandra L. Hofferth); (8) "Human Capital: The Biggest Deficit" (Harold Watts); (9) "Advocacy for Children in Poverty" (Judith A. Chafel and Kevin Condit); and (10) "Conclusion: Integrating Themes about Child Poverty in Search of a Solution" (Judith A. Chafel). Each chapter contain references, and Chapters 2 and 9 contain their own appendixes. (Contains 12 tables and 7 figures.) (SLD)

ED 388 729   UD 030 653

Ramsey, Patricia G.
Teaching and Learning in a Diverse World. Multicultural Education for Young Children. Early Childhood Education Series.
PUB DATE- 87
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Childrens Rights; Civil Rights; Cultural Differences; Equal Education; *Ethnic Groups; Foreign Countries; Immigrants; Indigenous Populations; International Studies; *Minority Groups; Needs Assessment; *Public Policy; Refugees; *Social Problems
IDENTIFIERS- *United Nations Convention on Rights of the Child

This paper examines the state of current research on ethnic minorities and their children and discusses areas in which further study is needed so that effective policy guidelines may be developed within the framework of the United Nations Convention on the Rights of the Child. A number of examples of ethnic minority situations are presented to illustrate the particular problems faced by families, children, and youth of ethnic minorities and indigenous and tribal peoples. It is commonly held that the solutions to the problems of these groups lie in their ability and willingness to adapt rather than in actions by the dominant societies. After a description of the ways ethnic minorities are usually categorized (territorial minorities, ethnic and cultural minorities, immigrants and refugees, and indigenous and tribal peoples), the paper surveys theoretical approaches to the study of ethnicity and examines the issue of cultural values in relation to the Convention on the Rights of the Child. Further research is needed not only to develop the most effective policies for improving the situation of minority children but also to contribute to creation of a world in which cultural diversity can lead to greater tolerance and equal human rights. (Contains 69 references.) (SLD)

ED 388 749 UD 030 676

Dittmar, Belinda Corazon; And Others
Charter Schools: An Experiment in School Reform. ASPIRA Issue Brief.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Case Studies; *Charter Schools; *Educational Change; Educational Experiments; Educational Innovation; Elementary Secondary Education; Equal Education; Experiments; *Institutional Autonomy; Magnet Schools; *Nontraditional Education; Privatization; Public Schools; *Urban Schools

Charter schools incorporate the focus of magnet schools but often go beyond their academic specialization to more social goals. They can operate at both elementary and secondary levels, although they are always quite small. The greatest difference, however, between charter schools and other public schools is their status as a bridge between public and private institutions. Charter schools operate on a charter, or contract, between the school's founders and the state government or school district. They are largely exempt from school board regulations, promising improvement in student performance in exchange for the freedom to experiment with innovative approaches to learning. Some case studies illustrate urban charter schools in action. Concerns about charter schools can be grouped into concerns about: (1) accountability; (2) jurisdiction; (3) funding; (4) privatization; (5)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Energy; *Heat; *Heating; Intermediate Grades; Junior High Schools; Science Activities; Science Education; *Solar Energy; Teaching Guides

A basic understanding of the potential of solar energy is increasingly relevant given the pollution caused by the burning of fossil fuel, health problems associated with that pollution, the possibility of global warming, and the complex issues raised by the dependence of industrialized nations on oil and natural gas. This teacher's guide presents activities where students conduct straightforward experiments to find out how sunlight can best be used to heat houses and water, build small model houses out of paper and find out how windows affect passive solar heating of the house, and investigate the effect of clear covers on water heating efficiency. A diagram with overlays for use with an overhead projector is provided to help students visualize the greenhouse effect. Summary outlines and student data sheets are also provided. (JRH)

ED 388 522 SE 056 738

Sneider, Cary I.; And Others
The "Magic" of Electricity: A School Assembly Program (Presenter's Guide). Grade 3-6.
PUB DATE- 93
NOTE- 88p.; A product of the Great Explorations in Math and Science (GEMS) Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Atomic Structure; Demonstrations (Science); *Electric Circuits; *Electricity; Elementary Education; *Outreach Programs; *Science Activities; Science Education

This assembly program, designed for presentation at schools or community centers, is a form of community outreach which is an economically viable way of increasing the impact of limited personnel and resources as well as enhancing school science curricula in new and exciting ways. The program contains demonstrations and audience participation techniques that actively involve people in learning about science. This presenter's guide includes a script covering the topics of electricity and magic, electric cells, solar cells, electric generators, static electricity and transformers. Also include are descriptions of the experiments, an outline of the demonstrations, suggestions for the transportation of and setting up of materials, and hints on large-group presentation techniques. Demonstrations and materials include: fiber optics model of an atom; manual generator; wind, water and steam generator; balloon demonstration; and D-C transformers. (JHR)

ED 388 523 SE 056 744

Manatees: An Educator's Guide. Fourth Edition.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Annapolis, MD.; Florida Audubon Society, Maitland.; Florida State Dept. of Environmental Protection, Tallahassee.
PUB DATE- 94
NOTE- 33p.; Funding also received from the Marine Mammal Commission.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

countries (Australia, New Zealand, Germany, Poland, and Korea). In addition, teachers and students answered questionnaires and were interviewed. Teachers were asked about their expectations for students, what good or effective teaching is, how they characterized today's students, and whether or not they treat honors classes differently than they treat non-honors classes. Students were asked whether or not they liked social studies, and to define good and poor social studies teachers. Tests, lesson plans, teacher's notes, and student notebooks and assignments were examined. The study found that effective teachers behave similarly and share certain characteristics. They tend to maintain high expectations for their students, are able to explain things clearly to their students, and vary their teaching methods and classroom activities. The study also showed that effective teachers saw their courses as having an impact on their students' lives, and were concerned with not only course contents, but also with student learning processes. Tables throughout the paper describe types of research activities, compare classroom activities of effective teachers to those of ineffective teachers, show evidence of student learning, compare how frequently various classroom activities occurred in United States and overseas schools, list student ratings of classroom activities, and list characteristics and behaviors of effective social studies teachers. (LP)

ED 388 544 SO 025 277

International Conference on Education, 44th Session (Geneva, Switzerland, October 3-8, 1994). Final Report.
PUB DATE- May 95
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; *Developing Nations; *Elementary Education; Foreign Countries; *Functional Literacy; *Global Education; *International Cooperation; *International Education; International Organizations; International Relations; International Studies; *Literacy Education

This document presents the final report of the International Conference on Education, attended by 128 Member States of the United Nations Educational, Scientific, and Cultural Organization, as well as representatives from 9 intergovernmental organizations (INGOs), 36 international nongovernmental organizations (INGOs) and one foundation. A total of 736 participants were in attendance. Divided into three parts, part 1, "Summary of the Plenary Discussions," contains: (1) Opening Ceremony; (2) Major Debate 1: Towards a Culture of Peace, Human Rights and Democracy through Education for All; (3) Major Debate 2: Presentation by Region of the General Theme of the ICE; (4) Major Debate 3: Educating for Mutual Understanding and Tolerance; (5) Major Debate 4: Education for the Twenty-First Century; and (6) Closing Ceremony. Part 2 is entitled "Work of the Committee of Governmental Experts." Part 3, "Documents Issued by the Conference," contains: (1) Declaration of the 44th Session of the International Conference on Education; (2) Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy; and (3) Resolution. Seven Annexes are included. (EH)

ED 388 545 SO 025 311

Danser, Richard

Nations and Rights," includes: (1) "The Charter of the United Nations"; (2) "Human Rights and Respect"; and (3) "Conditions of Restivek Children in Haiti." Section 4, "Taking Action," contains: (1) "Women"; (2) "500 Years Since Columbus"; (3) "A School Campaign To Eliminate Racism"; and (4) "Old Enemies/New Friends." Section 5, "Reflections on Personal Change," includes: (1) "My Diary"; and (2) "Tolerance Pledge." A resource section and an evaluation section are included. (EH)

ED 388 567 SO 025 397

Sorenson, Mary Eileen; And Others
The United Nations Peace Action Plan. Case Study--Cambodia. A Curriculum for Secondary School Students.
PUB DATE- Sep 93
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Conflict Resolution; Cooperation; Democracy; Due Process; *Equal Protection; Foreign Countries; Freedom; International Programs; *Justice; *Peace; Secondary Education; Social Studies
IDENTIFIERS- *Cambodia; *United Nations

This curriculum module for students in grades 9-12 focuses on the United Nations (UN) peace action plan evolving as a partnership between Cambodia and the UN. The eight lessons provide students with varied opportunities for hands-on experiences. Divided into four sections, section 1, "Lesson", includes: (1) "Peacemakers"; (2) "The United Nations: Successes and Failures in Securing Peace"; (3) "The United Nations: A Four Part Peace Action Plan"; (4) "Story of Cambodia"; (5) "The United Nations: Peacemaking in Cambodia"; (6) "The United Nations: Peacebuilding in Cambodia"; (7) "Challenges to Peacebuilding in Cambodia"; and (8) "Designing a Peace Plan Abroad and at Home." Section 2 provides "Role Models for Peacebuilding." Section 3 suggests "Resources for Classroom Strategies on Peacebuilding/Conflict Resolution." Section 4 lists "Selected Resources." An appendix with an "Agenda for Peace" and an evaluation section are included. (EH)

ED 388 568 SO 025 399

Trumpold, Caroline; Kellenberger, Gordon
Time and Tradition. Amana Community Schools Folklife Program.
SPONS. AGENCY- Iowa Arts Council, Des Moines.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 90
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Activities; *Cultural Background; *Cultural Education; Cultural Maintenance; *Cultural Traits; Culture; Elementary Secondary Education; *Folk Culture; Heritage Education; Oral Tradition; Social Studies
IDENTIFIERS- *Amana Colonies

This Amana (Iowa) Folklife Curriculum has been planned as an easily-implemented sequence of activities comparing community and family folklife traditions with current practices. The K-5 activities are planned to coincide with holidays in the regular

PUB DATE- 90
NOTE- 61p.; Developed from 1988 summer institute "Polis" and "Res Publica": Classical Political Theory and the U.S. Constitution.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classical Literature; *Curriculum Enrichment; High Schools; *Interdisciplinary Approach; *Latin; *Social Studies; United States History
IDENTIFIERS- *United States Constitution

High school teachers of social studies and Latin can use the lessons in this guide to convey to students a deeper appreciation of the U.S. Constitution and simultaneously restore an awareness of the relevance of the classics to most human and political questions. Each adaptable plan is intended to supplement or complement a course in social studies (world, Western, U.S. history and government) or Latin (beyond introductory) or both. This booklet contains five lesson plans. The lessons are: (1) "A Team Approach: The Classical Concept of Civic Virtue in the Modern World"; (2) "Classical Education in Early America"; (3) "'Virtus' and 'Pietas': Foundations of Citizenship in a Republic"; (4) "Tiberius: Touchstone of Tyranny? (A Research/Role Playing Unit for Latin II)"; and (5) "Milestones in Ancient and Modern Western Thought." Each lesson plan suggests subject areas and grade levels where it can be used effectively, length of units, list of assigned readings, an introduction to the lesson by its developer, and a description of the teaching plan. The appendices contain a synopsis of institute lectures and readings; a bibliography of required institute readings (16 items) and of selected secondary literature on themes related to the institute (170 items); brief biographies of seven classical writers noted for political thought; and, a list of four recent textbooks on teaching the classics. (LH)

ED 388 590 SO 025 532

The 1994 NAEP Achievement Levels-Setting Process for U.S. History and Geography. Preliminary Report.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- May 95
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Geography; Grade 4; Grade 8; Grade 12; National Programs; *Student Evaluation; *United States History
IDENTIFIERS- National Assessment of Educational Progress

This report describes the process of establishing the National Assessment of Educational Progress (NAEP) Achievement Levels-Setting (ALS) to formulate expectations for the geography and U.S. history assessments in 1994 for grades 4, 8, and 12. The volume includes the following: (1) "List of Tables"; (2) "List of Figures"; (3) "Preface"; (4) "Overview"; (5) "Introduction"; (6) "Panelists"; (7) "Achievement Levels-Setting Process"; (8) "Achievement Level Cutscores"; (9) "Achievement Levels Descriptions"; (10) "Exemplar Items"; (11) "Panelist Evaluations" which include understanding of achievement levels descriptions, conceptions of borderline performance, rating

Mathematical Concepts; *Patternmaking; *Visual Aids
IDENTIFIERS- *Tessellations

This book contains transparency masters, duplication masters, and activities for teaching tessellating art. Part 1 gives instructions and information for creating transparencies from the paper masters in this book. Part 2 provides the transparency masters along with detailed instructions about when and how to use each of the transparencies. Suggestions for simple student activities are given. Part 3 gives suggestions for workshop activities, including explorations with graph paper, making a tessellating template, drawing a tessellation with a template, creating a jigsaw puzzle from a template, and printing a template. In part 4 the use of microcomputers for tessellation creation is explored. A brief analysis of computer programs and simple steps for creating tessellating art with a typical paint or draw program is included. These sections conclude with a selection of resources. (MM)

ED 388 613 SO 025 778

Runion, Garth E.
The Golden Section.
PUB DATE- 90
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Art; Art Activities; *Geometric Constructions; *Mathematical Formulas; Patternmaking; *Ratios (Mathematics); Science Activities; Secondary Education; Symmetry
IDENTIFIERS- *Golden Ratio (Mathematics); Proportion (Art)

The Golden Section, also known as the "Golden Mean" and the "Divine Proportion," is a ratio found in art and nature that has mathematical properties. This book explores these geometric and algebraic properties in a variety of activities. Construction problems, designs using the pentagon and pentagram, and opportunities to work through proofs are presented for students who have some background in secondary school geometry. The book is organized into eleven sections and four appendices. For maximum benefit students should work through the sections in sequence. Sections include: (1) "What Is the Golden Section?"; (2) "Constructing the Golden Section"; (3) "The Regular Pentagon and Its Relationship to the Golden Section"; (4) "The Algebraic Representation of the Golden Section"; (5) "More on the Pentagon's Relationship to Tau"; (6) "Progressions, Pentagons, and Pentagrams"; (7) "Golden Rectangles"; (8) "Rabbits and Rectangles"; (9) "A Puzzling Situation"; (10) "Dynamic Symmetry"; and (11) "The Golden Section in Nature." Appendices A through D contain alternative constructions, activities, and problems. Answers to problems are given. The book concludes with a bibliography and index. (MM)

ED 388 614 SO 025 779

Sykes, Mabel
A Sourcebook of Problems for Geometry Based upon Industrial Design and Architectural Ornament.
PUB DATE- 94
NOTE- 364p.; Originally published in 1912 by Norwood Press, Norwood, MA.

interpersonal skills and reduce the frequency of inappropriate behavioral choices. The problem of inappropriate behavioral choices in the physical education classroom was documented by the number of student disciplinary referrals, the school climate surveys from students, and teacher observations. Analysis of probable cause data indicated that students demonstrated a lack of decision-making skills resulting in a lack of class preparation, tardiness, and disruptive behavior. Solutions strategies suggested by the literature, combined with an analysis of the problem setting, resulted in two major categories of intervention: a series of co-operative learning activities to address interpersonal skill development, and creation of physical education portfolios to increase student goal setting and decision making skills. The data indicated that the intervention was partially successful. Targeted students advanced their interpersonal skill development as evidenced in the reduction of the frequency of inappropriate behavioral choices in dressing, tardiness and disruptive behavior. Appendices include the student surveys; descriptions of interpersonal skills exercises; and cooperative lesson plans. (Contains 31 references.) (Author/ND)

ED 388 631 SP 036 276

Approved Teacher Education Programs. Interstate Certification Project, 1994-1995.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Elementary Secondary Education; Graduate Study; Higher Education; *Professional Education; Program Content; *Program Evaluation; *State Standards; *Teacher Certification; *Teacher Education Programs; Undergraduate Study
IDENTIFIERS- *Maryland

As a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC), the Maryland Department of Education applies NASDTEC recognized state standards to professional education programs leading to Maryland state certification. This annual publication presents the current approval status of the 20 colleges and universities in Maryland that offer programs leading to initial and advanced level teacher licensure. Programs are shown as baccalaureate (basic undergraduate) or post-baccalaureate (certification or certification and a graduate degree). The Department of Education, Program Approval and Assessment Branch, conducts on-site reviews every 5 years for fully approved programs and follow-up visits to programs granted limited approvals. A graphical display for each institution summarizes data by program, level, initial and latest dates of approval of baccalaureate programs, and initial and latest dates of approval of post-baccalaureate programs. Data are provided for the following institutions: Bowie State University; College of Notre Dame of Maryland; Columbia Union College; Coppin State College; Frostburg State University; Goucher College; Hood College; Johns Hopkins University; Loyola College; Maryland Institute College of Art; Morgan State University; Mount Saint Mary's College; Peabody Institute of the Johns Hopkins University; Salisbury State University; Towson State integration with each other and with students and to learn more about the nature of collaborative research within the university context. Transcripts of work-sessions, reflective letters, agendas, and other artifacts of the project were analyzed independently and together, tracing evolving thoughts and seeking meaningful patterns and connections in the data. Findings showed the transformation of understanding about subject area integration, the development and nature of the collaborative process, and the ways in which the university context influenced the research. Meaningful academic, personal, and professional links within the university context resulted in changes in research focus, in beliefs and practices in teacher education, and in the personal vision of roles as teachers and researchers. (Contains 18 references.) (Author/NAV)

ED 388 650 SP 036 296

Dutt, Karen M.; And Others
Using Primary Sources in Teacher Education: Linking Research and Practice. Draft.
PUB DATE- 21 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Curriculum Design; Educational Psychology; Higher Education; *Instructional Effectiveness; *Instructional Materials; Preservice Teacher Education; *Primary Sources; *Reading Material Selection; Reflective Teaching; *Teacher Education Curriculum; *Teaching Methods; Textbook Selection

This study at a midwestern, private, liberal arts college compared undergraduate student reactions in an educational psychology course between students whose reading assignments were in a conventional textbook vs. those of students whose reading assignments made use of primary sources, such as original research or case studies. At the end of each semester, students anonymously completed a questionnaire, designed by the instructor, on their perceptions of course readings, including the usefulness, challenge, interest, motivation, and critical thinking content. Each student was also briefly interviewed shortly after responding to the questionnaire. Results confirm a difference in student perceptions based on the type of readings used. Student understanding of the course content proved to be better when primary source reading was used rather than the conventional textbook. Primary source readings confirmed the more practical aspects of theory and how it could be used in the classroom practice. These readings also motivated more self-reflection about teaching and what type of teacher one wanted to become. (Contains 13 references.) (NAV)

ED 388 651 SP 036 297

Muschamp, Yolande; And Others
The Market and School: Confidences about the Real Work of Teachers.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English

PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; *College Students; *Electric Circuits; *Formative Evaluation; Higher Education; Knowledge Level; Schemata (Cognition); *Sequential Approach; *Student Attitudes
IDENTIFIERS- *Elaboration Theory

The Elaboration Theory of Instruction offers guidelines for several patterns of simple-to-complex sequencing that were developed primarily from cognitive theory, especially schema theory, although there has been relatively little empirical research on the theory. This study helps fill this void by conducting "formative research" to identify weaknesses in the theory and possible ways of overcoming those weaknesses. Four chapters in a text on electrical circuit analysis were revised according to the theory. The first phase of the study used interactive data collection for immediate, detailed reactions and suggestions on the sequence. Phase two used noninteractive data collection to assess the external validity of the results. Thirteen college sophomores participated in phases one and two. Qualitative data analysis provided insights into ways to improve the theory. None of the results indicated that elements should be deleted. Weaknesses were identified as methods that should be added to the theory and methods that should be modified or enhanced. Overall, the elaboration sequences were effective and appealing to the students. (Contains 3 figures and 4 tables.) (Author/SLD)

ED 388 669 TM 023 060

Stage, Christina
Gender Differences on the SweSAT: A Review of Studies since 1975. Educational Measurement, No. 7.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Entrance Examinations; College Students; Foreign Countries; Grades (Scholastic); Higher Education; High Schools; *High School Students; *Prediction; Selection; *Sex Differences; *Test Bias; Test Content; Test Results; Test Use
IDENTIFIERS- Sweden; *Swedish Scholastic Aptitude Test

The Swedish Scholastic Aptitude Test (SweSAT) has been in use as a selection instrument for higher education since spring 1977. One of the greatest problems with the SweSAT is the gender difference in results. A number of studies have been performed in order to clarify where and why these differences are found. This paper summarizes these studies and their results. The studies consist of literature studies, studies of test bias and item bias models, studies of the relations between item content and gender differences, studies of whether it is possible to predict gender differences by judgmental analyses of items, studies of gender differences in different sub-groups of test-takers and studies of the relationship between marks and test results. The 43 studies on which the review is based are listed by the following categories: literature reviews, test bias models, item bias models, relations between contents and gender differences in test results, judgments of items with regard to gender differences, gender differences in different sub-groups of test-takers, and average school marks and test results.

and maintain electronic data records on new teachers and assessors. Appendixes list the Louisiana components of effective teaching, contain the superlink technical description, the demographic questionnaire, and show four computer screens from the system. (Contains eight references.) (SLD)

ED 388 688 TM 023 916

Livingston, Samuel A.; Sims-Gunzenhauser, Alice
Who Will Watch the Watchers? Setting Standards for Classroom Observers.
PUB DATE- 22 Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Classroom Observation Techniques; Documentation; Elementary Secondary Education; Higher Education; *Interrater Reliability; *Judges; Standards; *Test Construction; Test Reliability
IDENTIFIERS- Accuracy; Performance Based Evaluation; *Praxis Series; *Standard Setting

A study was conducted to provide information for setting two separate standards, the accuracy score and the documentation score, for the Praxis III: Classroom Performance Assessment (Praxis III). Praxis III is intended for making instructional and licensing decisions about beginning teachers. This standard-setting study was a person-judgment study. Test-takers were actual assessor trainees who had taken the Praxis III Assessor Proficiency Test. The judges were five developers of the Praxis III assessment. A test developer who did not serve as a judge selected 15 record of evidence forms completed by assessor trainees as examples of the test-takers' performance to be judged. Although five judges rated the examples, only four were able to meet to discuss the tests and arrive at consensus. Judgments before discussion showed many disagreements among judges. More than 2 hours of discussion were required to reach agreement on 12 test-takers, and consensus was reached by only 3 judges on the remaining 3. Results indicate that under some conditions, there can be great value in trying to get judges to reach consensus. (Contains one table and one figure.) (SLD)

ED 388 689 TM 023 920

Stuck, Ivan
Heresies of the New Unified Notion of Test Validity.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Measurement Techniques; Measures (Individuals); *Predictive Validity; Research Problems; Selection; *Statistical Bias; Test Items; *Test Validity

By focusing on "appropriateness" and "adequacy" of inference and

National Education Data System."
PUB DATE- Jul 95
NOTE- 46p.; "Based on a commissioned paper by Dr. Nancy Karweit...revised by Mary Rollefson." For main report to which this is an addendum, see ED 331 883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Data Analysis; *Data Collection; Educational Change; Educational Research; Elementary Secondary Education; *Equal Education; Institutional Characteristics; *Measurement Techniques; *Outcomes of Education; *Student Characteristics
IDENTIFIERS- Monitoring; *National Center for Education Statistics

"A Guide to Improving the National Education Data System" (1990) makes 36 recommendations for improving data collection in the areas of student/background characteristics, education resources, school processes, and student outcomes. This paper uses the framework of the "Guide" to review issues raised in "Education Counts," a recent examination of the nation's capacity to measure and monitor educational change, focusing specifically on data needed to address issues of educational equity with respect to student populations. The first section discusses current equity and at-risk policy issues and the data needed to address them. The second section looks more closely at the data currently available to address these items. The third section examines limitations in current data collections for addressing equity issues, and a fourth section provides specific recommendations for ways to improve the national data system to address equity issues. Recommendations center on the creation of student-based record systems, the linkage of elementary and secondary systems, the development of new measures and indicators, and the reporting of data according to student characteristics. (Contains 10 figures, 2 appendixes, and 60 references.) (SLD)

ED 388 709 TM 024 131

Ingersoll, Richard M.; And Others
Teacher Supply, Teacher Qualifications, and Teacher Turnover: 1990-91. Schools and Staffing Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Employment Patterns; *Labor Turnover; *Occupational Mobility; Private Schools; Public Schools; *Secondary School Teachers; Teacher Employment; Teacher Qualifications; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report deals with the supply of and demand for elementary and secondary school teachers in the United States, using data from the Schools and Staffing Survey of the National Center for Education Statistics. There is considerable concern over whether the United States will experience shortages of teachers in the coming years as student enrollments rise and demand for teachers increases. In 1990-91, the year of the survey, there were multiple and diverse sources of new teachers, including re-entrants into teaching. Over half of all secondary school teachers had master's degrees, but many taught in areas other

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; Cultural Differences; *Cultural Pluralism; *Early Childhood Education; Educational Environment; Individual Differences; Learning; *Multicultural Education; Multilevel Classes (Second Language Instruction); Parent Teacher Cooperation; *Teacher Attitudes; *Teaching Methods; *Young Children

This book is written to help teachers incorporate a more realistic view of the world, respect for diversity, and a sense of shared humanity into all areas of their work with children aged 3 to 8 years. It focuses on young children's understanding of differences, their interpersonal and intergroup relationships, and related teaching practices, making it clear that teachers' attitudes and behaviors influence children's world views. The perspective offered is somewhat broader than that implied by the term "multicultural education," in that it aims to help children develop positive gender, racial, cultural, class, and individual identities and to see themselves as part of the larger society. Practical suggestions are offered for implementing the multicultural approach, from representing diversity in the physical setting of the classroom to dealing with multilingual classrooms. Of particular interest is a chapter on resolving disagreements between parents and teachers. A list of 60 books for children's further reading is provided. (Contains 184 references.) (SLD)

ED 388 730 UD 030 654

Knapczyk, Dennis R.; Rodes, Paul
Teaching Social Competence. A Practical Approach for Improving Social Skills in Students At-Risk.
PUB DATE- 96
NOTE- 545p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Elementary School Students; Grade 5; *High Risk Students; Intermediate Grades; *Interpersonal Competence; *Intervention; Poverty; Program Descriptions; Program Implementation; Skills; *Social Adjustment; Social Development; *Teaching Methods; Test Construction

This is a step-by-step guide to developing a social skills curriculum and designing its instruction. It teaches how to construct assessments and plan interventions to address problems in student social behavior using procedures that can be used to set instructional goals and develop interventions for almost any student who has trouble with social interaction. Using a continuing case study that focuses on three fifth-grade students who have social problems, the guide illustrates each of the steps for assessing behavior and planning interventions. Part 1 discusses competent social behavior and the importance of social skills. Part 2 explains how to assess a student who lacks social competence. How to develop and implement interventions is the focus of part 3, and part 4 examines ways to modify and extend the process of assessment and intervention in actual practice. Worksheets in every chapter can be used to help implement the developed procedures. Appendix A contains a discrimination; and (6) impact on other public schools. Review of these concerns and an exploration of the opportunities charter schools can provide lead to the conclusion that the experimental nature of charter schools is both their greatest risk and their greatest strength. (SLD)

ED 388 750 UD 030 677

Anselmi, Sheri M.; Peters, Daniel B.
School Context Effects in Black Adolescents' Perceptions of Self and the Future.
PUB DATE- Aug 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Black Students; *Context Effect; *Culturally Relevant Education; Cultural Relevance; Elementary Secondary Education; Ethnicity; Expectation; Middle Schools; Racial Identification; *Self Concept; *Student Attitudes
IDENTIFIERS- Afrocentrism; Middle School Students

The cultural compatibility hypothesis suggests that black children attending an Afrocentric school (the culturally compatible condition) should have more positive outcomes, as indicated by ethnic identity, future expectations, and optimism, than black adolescents in a mainstream school (cultural incompatibility condition). Adolescents from an Afrocentric middle school with a predominantly black faculty and a student body that was 85% African American and a mainstream middle school were compared through their responses in structured interviews. The sample was 71% female and 57% from middle-class homes. Only 6% of the sample from both schools was from impoverished backgrounds. Students in the two schools did not differ in ethnic identity or ethnic disaffiliation, but those in the Afrocentric school anticipated more future events than the mainstream students. They also anticipated more career-related events and were more optimistic about the future. Results support the hypothesis that culturally compatible schools transmit implicit and explicit expectations of success. (Contains one table and five figures.) (SLD)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Ecology; Elementary Secondary Education; *Environmental Education; Marine Biology; Science Activities; Science Education; *Zoology
IDENTIFIERS- Florida; Mammals; *Manatees

The manatee is known for its gentleness and uniqueness and has become a symbol of human concern for endangered species. This guide provides current information on the West Indian manatee as well as strategies for teaching about this endangered animal. While focusing on the manatee, this guide points out the importance of interdependencies within the whole ecosystem with the goal of promoting informed decision-making, responsible behavior, and constructive actions towards the protection of the manatee and its habitat in Florida. The activities included can be adapted to suit the special needs, ages and abilities of different students and are designed for multidisciplinary study areas. Accompanying this guide is a color poster, "Sirenians of the World," depicting the West Indian manatee and four related species. Topics covered include: natural history, habitat, the hydrologic cycle, other sirenian species, marine mammals, problems, manatee mortality, research and conservation, and public awareness. A list of manatee resources, reference books and audio-visual aids is included. (JRH)

ED 388 524 SE 056 750

Haven, Kendall
Marvels of Science: 50 Fascinating 5-minute Reads.
PUB DATE- 94
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Discovery Processes; Elementary Secondary Education; *Inventions; Science Education; *Science History; *Scientists; Short Stories

This book is a collection of 50 stories of the people, events, and processes that give us our rich scientific heritage with the goal of fostering an appreciation for the process of science and for the great variety of personalities that have graced the world of science. In addition to the actual text, each story in this book contains focusing and exploratory questions, references, and topics that link back to curriculum themes in order to assist the integration of these stories into the science curriculum. The scientists studied in these stories includes: Archimedes; Galileo Galilei; Evangelista Torricelli; Sir Isaac Newton; Robert Boyle; Count Rumford; Sophie Germain; Albert Michelson; Shirley Jackson; Benjamin Franklin; Thomas Edison; Wilhelm Roentgen; Samuel Morse; Alexander Graham Bell; Guglielmo Marconi; James Watt; Berta and Karl Benz; Robert Goddard; Orville and Wilbur Wright; Roger Bacon; Antoine Lavoisier; Joseph Priestley; Amedeo Avogadro; Charles Goodyear; Charles Gerhardt; Robert Chesebrough; Dmitri Mendelyeev; Marie Curie; Dorothy Hodgkin; James Wright; Bette Nesmith; Spencer Silver; Charles Darwin; Louis Pasteur; Florence Sabin; Eugenie Clark; Gregor Mendel; T. H. Morgan; George Beadle; Barbara McClintock; Karl Landsteiner; Frederick Banting; Alexander Fleming; Jewell Cobb; Nicolaus Copernicus; Maria Mitchell; James Hutton; Jean Louis Agassiz; and George Washington Carver. (JRH)

An Art History Curriculum Designed To Make Ninth Grade Art Students Aware of the Role of Art in Human History.
PUB DATE- 94
NOTE- 83p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Art Education; *Art History; Grade 9; High Schools; History; *Secondary School Curriculum; Social Studies

This practicum was designed to address an inadequacy in the knowledge base of ninth grade students with regard to art history and it's connection with historical events. The major goal was to make the students aware of art history and it's significance in human history. The study developed a Ninth Grade Art History Diagnostic Test and an Artistic Comprehension Evaluation instrument in order to ascertain areas of weakness in the art history knowledge base of ninth graders. The research project developed a nine part art history curriculum that ranged from prehistoric art through the 20th century. The curriculum was presented to the students weekly in the form of art history packets. The packets contained a brief history of each period, a worksheet related to that period, and a sheet on which to depict an art project related to the period. Analysis of the data revealed the participants in the program responded positively to the introduction of the curriculum. The results of a final examination which corresponded to a section of the artistic comprehension evaluation instrument showed marked improvements. In addition, students maintained a portfolio of their art history packets that demonstrated the instruction had been received and that they had responded appropriately. Questionnaires and evaluation sheets are attached. (RD)

ED 388 546 SO 025 321

Education for All Summit in the Nine High-Population Countries (New Delhi, India, December 13-16, 1993). Analysis and Synthesis. Discussion Draft.
PUB DATE- Dec 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Developing Nations; Foreign Countries; *Functional Literacy; *Human Geography; International Cooperation; *International Organizations; *International Studies; Literacy; Population Trends; Trend Analysis
IDENTIFIERS- Bangladesh; Brazil; China; Egypt; India; Indonesia; Mexico; Nigeria; Pakistan

This document reviews progress in the nine high-populations countries towards the goal of Education for All (EFA). The nine countries are Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. Since the Thailand conference in 1990, most countries have shown improvement with primary education increasing by over 40 million students and attempts to improve educational quality. The book contains the following chapters: (1) "EFA: The Turning Point"; (2) "Education and Demography: A Critical Interaction"; (3) "EFA: The Process"; (4) "The Components of EFA: An Overview"; (5) "Towards Universal Primary Education"; (6) "Programmes for Adolescents and Adults"; (7) "Early Childhood Care and Education"; and (8) "Summing Up." A country by country analysis of educational progress is included. (EH) school calendar whenever possible. All activities compare and contrast present-day practices with those of grand-parents and great-grandparents or elderly friends. The 6-12 curriculum provides for the integration of specific units into the school's general course offerings. Lessons may be adapted as appropriate. The Grades K-5 Activity-Based Topics include: (1) "School Life"; (2) "Traditional Foods and Recipes"; (3) "Family Christmas Traditions"; (4) "Music and Other Holiday Traditions"; and (5) "Folk Arts/Crafts." The Middle School/Secondary Subject Area Topics provide lessons for the following areas: (1) "Industrial Arts (woodworking, tinsmithing)"; (2) "Home Economics (sewing/quilting, family life, foodways)"; (3) "Visual Arts (traditional Amana Folk Arts, calico textile printing, basketmaking, carpet weaving)"; (4) "Foreign Language--German (oral traditions, landmarks)"; (5) "Social Studies (history, government, economics)"; (6) "Language Arts (writing, literature)"; (7) "Math (folk math)"; (8) "Science (weather beliefs, planting signs, folk medicine)"; and (9) "Music (vocal, instrumental)." Information on a teacher orientation workshop, resource letter and questionnaire, and a bibliography are provided. (EH)

ED 388 569 SO 025 404

Petovello, Laura R.
The Spirit That Moves Us. A Literature-Based Resource Guide on Teaching about the Holocaust & Human Rights, Grades Kindergarten through Four.
PUB DATE- 94
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; *Civil Liberties; Elementary Education; Ethnic Bias; Ethnic Discrimination; European History; International Crimes; *Jews; *Judaism; Justice; Modern History; *Nazism; Religion Studies; *Social Studies; Victims of Crime; Western Civilization; World History
IDENTIFIERS- *Holocaust

The Holocaust Human Rights Center of Maine is dedicated to providing assistance and support to Maine's teachers on the study and participation of human rights and on teaching the Holocaust. This guide was created to reinforce the purpose and objectives of "Maine's Common Core of Learning," relating to citizenship, human rights, and cultural pluralism. The volume includes the following chapters: (1) "Introduction" which gives the objectives and an overview of the guide; (2) "Celebrating Diversity" including the power of naming, race versus ethnicity, and ethnic diversity in Maine; (3) "Learning from Many Cultures" covers guidelines for choosing multicultural books and teaching about Native Americans; (4) "Creating Community" explains the meaning of community, how to make communities competent, shows how human rights are expressions of community values and makes connections between community, human rights, and citizenship; (5) "Confronting Prejudice" includes key concepts, definitions for children, challenging prejudice in the schools and using children's books to confront prejudice; (6) "Beginning Holocaust Studies" gives guideline for topics and lessons, teacher and student preparation, and teaching the books; (7) "Articles for Teachers" lists appropriate articles for teachers to use as references when teaching about the Holocaust; and (8) "Resources for Teachers" provides a teacher resource bibliography encompassing ethnic methods, and difference in performance estimates by item type; (12) "Consequences Data"; (13) "Conclusions", and (14) "Validation Research Studies" which is subdivided into similarity research studies and booklet classification study. (EH)

ED 388 591 SO 025 533

VanVleet, Susan; Spikes, Tracy
Museum of Historic St. Augustine--Government House. Teacher's Guide.
PUB DATE- Oct 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; *Architecture; Built Environment; Cultural Background; Elementary Secondary Education; *Heritage Education; Local History; Material Culture; *Multicultural Education; *Preservation; Social Studies
IDENTIFIERS- *Florida (Saint Augustine)

This booklet is designed to assist teachers in guiding students through the Museum of Historic St. Augustine (Government House) exhibit, "The Dream, The Challenge, The City." The exhibit and learning activities explore cultural, economic, and architectural development from the 1565 Spanish settlement to the Flagler Era of the 1880s and 1890s. Included in the booklet are pre-visit activities, a glossary, background information, an overview of each of the three main themes plus the role of archaeology, post-visit activities and a 13-item bibliography. Themes used throughout the exhibit and activities include: (1) "Commerce"; (2) "Culture"; (3) "Architecture"; (4) "Henry Flagler"; and (5) "Archaeology." (EH)

ED 388 592 SO 025 536

Gagliano, Sara; Rapport, Wendy
The Sphinx and the Pyramids at Giza. Educational Packet.
PUB DATE- 95
NOTE- 22p.; Some print is very small and may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African History; African Studies; *Ancient History; Arabs; *Archaeology; Area Studies; Elementary Secondary Education; Foreign Countries; Islamic Culture; *Middle Eastern History; *Middle Eastern Studies; *Non Western Civilization; Social Studies
IDENTIFIERS- Egypt; Pyramids; Sphinx at Giza

This packet of materials was created to accompany the exhibit "The Sphinx and the Pyramids: 100 Years of American Archaeology at Giza" at the Semitic Museum of Harvard University. The lessons and teacher's guide focus on the following: (1) "The Mystery of the Secret Tomb" where students take on the role of an archaeologist by attempting to solve a real mystery; (2) "Keeping a Record" where students learn what an artifact is; (3) "Working with George Reisner" where students become familiar with the work and life of George Reisner; (4) "Draw the Sphinx" where students draw what they think the sphinx might look like; (5) "Archaeology Puzzle" where students will understand the condition of artifacts when archaeologists find them; (6) "Reisner's Artifacts" where students complete a "lot

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Architectural Drafting; *Architectural Education; Art; *Building Design; *Geometric Constructions; *Geometry; High Schools; Industrial Arts; *Mathematical Formulas; Patternmaking; Polygons; *Ratios (Mathematics); Symmetry
IDENTIFIERS- Circles; Golden Ratio (Mathematics); Triangles

This updated reprint of a classic work presents design analysis of geometric patterns and information helpful to constructing mathematical drawings of industrial and achitectural features. Both simple and complex designs are given. Problems combine both algebra and geometry. The work is divided into six chapters which are further divided into sub-headings. Chapter 1: Tile Designs, includes "Sizes and Shapes of Standard Tiles," and "Tiled Floor Patterns." Chapter 2: Parquet Floor Designs, gives "Designs in Rectangles and Parallelograms," "Designs Based on the Isosceles Right Triangle," "Designs Containing Squares Within Squares," and "Designs Containing Stars, Rosettes, and Crosses Within Squares." Chapter 3: Miscellaneous Industries, presents "Designs Based on Octagons Within Squares," "Designs Containing Eight-Pointed Stars," "Designs Formed From Arcs of Circles," "Designs Formed from Line-Segments and Circle-Arcs," and "Designs Based on Regular Polygons." Sub-headings in Chapter 4: Gothic Tracery: Forms in Circles, are "Forms Containing Circles Inscribed in Triangles," "Rounded Trefoils," "Rounded Quadrifoils," "Rounded Multifoils," and "Other Foiled Figures." Chapter 5, Gothic Tracery: Pointed Forms, includes "Forms Based on the Equilateral Triangle," "Forms Containing Tangent Circles: Geometric Constructions," "Forms Containing Tangent Circles: Algebraic Analysis," and "Venetian Tracery." Chapter 6: Trusses and Arches, gives "Raftered Roofs and Trusses," and "Arches." An updated Bibliography, an Index to Problems and Theorems, and an Index to Notes and Illustrations conclude the book. (MM)

ED 388 615 SO 025 780

Garland, Trudi Hammel; Kahn, Charity Vaughan
Math and Music: Harmonious Connections.
PUB DATE- 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Harmony (Music); Intermediate Grades; *Mathematical Concepts; *Music; Patternmaking; *Ratios (Mathematics); Secondary Education; Symmetry; *Transformations (Mathematics)
IDENTIFIERS- Fractals; *Golden Ratio (Mathematics)

Mathematics can be used to analyze musical rhythms, to study the sound waves that produce musical notes, to explain why instruments are tuned, and to compose music. This book explores the relationship between mathematics and music through proportions, patterns, Fibonacci numbers or the Golden Ratio, geometric transformations, trigonometric functions, fractals, and other mathematical concepts. The book is organized into

University; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Eastern Shore; Washington College; and Western Maryland College. (ND)

ED 388 632 SP 036 277

Essential Dimensions of Teaching.
PUB DATE- Sep 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Instruction; *Knowledge Base for Teaching; Performance; Preservice Teacher Education; *Reflective Teaching; Standards; *Teacher Competencies; Teacher Education; Teaching (Occupation); *Teaching Models; Teaching Skills
IDENTIFIERS- *Maryland

The state of Maryland views learning to teach as a developmental process in which there is continuous engagement with research, best practice, and expert opinion. This publication identifies 10 performance-based standards for the career-long development of teachers and teacher candidates. Learning to teach is viewed as a continuous learning cycle of four domains: knowledge, analysis, action, and reflection. Each of the 10 performance standards are discussed in terms of these four domains. The standards maintain that teachers should be able to: (1) demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques; (2) demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching; (3) incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner's family and community; (4) demonstrate a knowledge of strategies for integrating students with special needs into the regular classroom; (5) use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals; (6) organize and manage a classroom using approaches supported by student learning needs, research, best practice, and expert opinion; (7) use computer and computer-related technology to meet student and professional needs; (8) demonstrate an understanding that classrooms and schools are sites of ethical, social, and civic activity; (9) collaborate with the broad educational community, including parents, businesses, and social service agencies; and (10) engage in careful analysis, problem-solving, and reflection in all aspects of teaching. (ND)

ED 388 633 SP 036 278

Analysis of Professional Salaries, Maryland Public Schools.
PUB DATE- Oct 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *Compensation (Remuneration);

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Change; Elementary Education; Elementary School Teachers; Foreign Countries; *Government School Relationship; Noninstructional Responsibility; Professional Development; *School Administration; *Teacher Alienation; Teacher Effectiveness
IDENTIFIERS- *England

This paper explores the impact of marketization on the management of primary schools in an English country town and compares them to nursing homes and fast food restaurants as service providers. The focus is on the teachers' responses in teaching and classroom to government-initiated changes resulting from changing residential patterns in the town and the publication by the local newspaper of confidential, national assessment results. Two elementary schools out of 32 were selected for a 4-term case study. Data were gathered from weekly observation of teachers, informal discussions with staff, informal observations of staff meetings, and semi-structured interviews with seven teachers. Government initiatives had a profound effect on the role of the teachers in the form of intensification of their work, increased managerialism through the increased delegation of responsibility, increased external controls, and the loss of classroom autonomy. As the traditional autonomy of the teacher in the classroom was threatened; teachers provided dual accounts. Publicly, they expressed support for the new innovations but when they spoke confidentially they expressed feelings of restriction in their contribution efforts by government controls. Teachers felt that government initiatives created a parents' charter for choice and diversity, but denied this charter to teachers. (Contains 15 references.) (NAV)

ED 388 652 SP 036 300

Veenman, Simon; Raemaekers, Jan
Long-Term Effects of a Staff-Development Program on Effective Instruction and Classroom Management for Teachers in Multi-Grade Classes.
PUB DATE- 31 Aug 95
NOTE- 33p.; Paper presented at the European Conference for Research on Learning and Instruction (Nijmegen, Netherlands, August 26-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Education; Foreign Countries; Inservice Teacher Education; Instructional Effectiveness; Longitudinal Studies; Maintenance; Mixed Age Grouping; *Multigraded Classes; *Staff Development; Teacher Effectiveness; Time on Task; Tutors
IDENTIFIERS- *Long Term Effects; Netherlands

This paper describes the long-term effects of a staff-development program, "Dealing with Multi-Grade Classes," based on selected findings from teaching-effectiveness research in schools with multi-grade or mixed-age classes. The short-term effects were examined in two studies conducted in 1986-87 and 1989-90. In 1992 a follow-up study was conducted. A quasi-experimental, treatment-control group design was used to test the long-term effects of the program and the effects of coaching. Based on pre- and post-training classroom observations, the follow-up study revealed a significant treatment effect for the time-on-

Contains 9 tables, 1 figure, and 25 general references.)
(Author/SLD)

ED 388 670 TM 023 109

Khammash, Salma B.
Omani Norms for the Arabic Picture Vocabulary Test (APVT) for Schoolchildren at the Elementary Levels.
PUB DATE- 22 Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Elementary Education; *Elementary School Students; Foreign Countries; Language Proficiency; *National Norms; Norm Referenced Tests; Pilot Projects; *Test Reliability; Test Use; Test Validity; *Verbal Ability
IDENTIFIERS- Arabic Picture Vocabulary Test; Cross Validation; *Oman; Peabody Picture Vocabulary Test; Standardization

The Arabic Picture Vocabulary Test (APVT) was derived from the Peabody Picture Vocabulary Test in order to provide an estimate of a student's acquired verbal ability in Arabic (Modern Standard Arabic) through his or her aural vocabulary. It is an individually administered norm-referenced power test for students aged 5 to 9 plus years. Each item consists of a page of pictures together with a spoken word. The test was expected to be appropriate for the evaluation of Omani children as a measure of verbal ability. Because a pilot study involving 150 Omani students was encouraging, standardization studies were undertaken in 1993 with a representative sample of 1,600 Omani students in grades K through 4. Norms development then began with a careful check of the individual test records. Deviation-type norms and developmental-type norms were derived. Adequate reliability was found, and the concurrent validity of the test for this sample was supported. Cross-validation studies will be ongoing to establish construct validity and enable academic predictions. (Contains 5 tables and 61 references.) (SLD)

ED 388 671 TM 023 119

New York State Public School Professional Personnel Report 1993-94.
PUB DATE- Jun 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; *Administrators; Age Differences; Educational Background; Elementary Secondary Education; *Professional Personnel; *Public Schools; *School Personnel; Tables (Data); Teacher Certification; *Teacher Characteristics; Teaching Experience
IDENTIFIERS- *New York

Information in this report was derived from the Basic Educational Data System of New York State and the state's teacher certification files. The first section of the report (tables 1 through 6) deals with information about personnel by professional field and is concerned with positions rather than with people. Those who work in more than one field are counted once for each field. Tables showing characteristics of public school teachers (Section 2, tables 7 and 8) and characteristics action, unified validity may be misused in rejecting valid test outcomes. The notion of levels of validity is challenged, the necessity of assumption is argued, and experience is proposed as the basis of validity. "Consequential validity" is interpreted as an optional predictive validity, a tangential validity that depends on organizational or political prerogative. Measurement validity is distinguished from test validity, which usually has more importance. Test validities such as content and predictive validities are perceived as demonstrable in contrast to construct measurement, which can never be proven. The claim that all validity is construct validity is challenged. The same claim can be made for any type of validity, and not all valid tests require constructs. Tests with valid constructs may not provide adequate predictive and content validity, whereas selection tests may be adequate. It is argued that test purpose is a more important validity issue than credibility of construct. "Structural item validity" is suggested as an alternative descriptor for items free of random and systematic bias; systematic bias does not constitute measurement of an additional construct. Noting the futility of attempting to demonstrate "construct validity," it is suggested that the term be renamed "construct feasibility." (Contains 11 references.) (Author/SLD)

ED 388 690 TM 023 928

Goodrich, Heidi
Metacognition and Character.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Elementary Secondary Education; Integrity; *Intellectual Development; Intellectual Disciplines; *Metacognition; Objectives; *Personality; *Standards; Thinking Skills; *Values
IDENTIFIERS- Experts; *Monitoring

This paper proposes a definition of intellectual character in which metacognition plays a key enabling role. Two necessary, if not sufficient, conditions for being said to have intellectual character are having high intellectual standards and habitually checking one's thinking against those standards, or being metacognitive. Four questions suggested by this definition are explored, and the ways in which current studies of metacognition can help frame the questions are reviewed. The first question considers whether people with intellectual character have high standards and habitually monitor their thinking in terms of those standards. Research on the differences between novices and experts supports this argument. Another question is what it actually means to have high standards. It is suggested that this means not simply completing a goal or task, but also caring about truth, value, and quality. A third area of exploration is what kinds of standards there are, and this is linked to the final consideration of where the standards come from and how they are internalized. The existence of less-than-ideal standards in our schools makes these issues important and of concern to researchers. (Contains eight references.) (Author/SLD) than the one in which they had trained, with out-of-field teaching especially common in private schools. This analysis focuses on the levels of training teachers had in the subjects they taught, based on the premise that adequate staffing requires teachers at the high school level to hold at least a college minor in the fields they teach. Most of the newly hired were teachers who had moved or transferred from other schools. Between 1990-91 and 1991-92, there was an overall teacher turnover rate of 13%. Fifty-five percent of those who left, left teaching altogether. Ten tables and six figures in the text display survey findings. An appendix contains standard errors for six of the text tables. (Contains 75 references.) (SLD)

ED 388 710   TM 024 157

Norback, Judith Shaul; And Others
Job Analysis of the Knowledge Important for Newly Licensed Physical Education Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Apr 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Beginning Teachers; College Faculty; Content Validity; Elementary Secondary Education; *Job Analysis; *Knowledge Base for Teaching; Licensing Examinations (Professions); Minority Groups; Physical Education; *Physical Education Teachers; Teacher Certification; *Test Construction
IDENTIFIERS- Praxis Series; *Subject Content Knowledge; Test Specifications

A job analysis was conducted of the knowledge important for newly licensed or certified physical education teachers. The results of the analysis were to be used to develop specifications for The Praxis Series: Professional Assessments for Beginning Teachers and to support the content validity of the assessment. An initial draft domain of knowledge was constructed by Educational Testing Service test development staff. The draft domain was reviewed by five physical education teachers. A revised draft was then reviewed by a nine-person external review panel of educators. The resultant third draft was reviewed by a nine-person advisory committee of teachers, teacher educators, and an administrator. The final version was subjected to verification through administration to 815 physical education teachers, administrators, and college faculty and a supplementary group of 410 minority physical education teachers. Participants rated the knowledge statements for importance above or below a cut-point. Results indicated that 21 of the 149 developed knowledge statements did not meet the cut-point. Results of the job analysis identified 128 knowledge statements judged important enough to be the basis for test specifications. Six appendixes provide supplemental information including the survey instrument. (Contains eight tables and five references.) (SLD)

ED 388 711   TM 024 158

Sebrechts, Marc M.; And Others
Toward a Cognitive Basis for Quantitative Ability Measures.
PUB DATE- Mar 93
NOTE- 78p.
LANGUAGE- English

checklist of expectations for social behavior from preschool through high school. Appendix B is a list of 33 resources and teaching materials. (Contains 26 figures, 30 tables, and 138 references.) (SLD)

ED 388 731 UD 030 655

Working with Street Children. Selected Case-Studies from Africa, Asia and Latin America. Youth Plus Series.
PUB DATE- 95
NOTE- 305p.; Additional support provided by ENDA-Tiers Monde, the Don Bosco Salesian Congregation in India, CHILDHOPE-Manila, the United Nations Children's Fund, and the National Commissions for UNESCO in the countries studied.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Child Labor; Children; *Developing Nations; Economically Disadvantaged; Elementary Education; Foreign Countries; *Homeless People; Poverty; Program Descriptions; Program Effectiveness; Program Implementation; *Urban Areas; Urban Problems; *Youth Programs
IDENTIFIERS- Africa; Asia; Latin America; UNESCO

Governments have traditionally left the plight of street children and working children, who by some counts number over 100 million, to individuals and nongovernmental organizations, including many religious organizations. As a result, there are a multitude of small, uncoordinated, but highly effective projects throughout the world concentrated in urban areas. The 18 case studies presented illustrate the work carried out by these organizations and demonstrate how rehabilitation can be conducted working with and for children. Part 1, "Reinsertion through Education," looks at seven projects characterized by efforts to ensure the reinsertion of street and working children into their families or mainframe society through education. The four projects in part 2 rely on work rather than education in their efforts. Part 3 describes three projects that concentrate on improving the situation of children by teaching them to use the street environment and by capitalizing on their experiences and practical intelligence. Part 4 concentrates on the administration of projects for street children. The case studies are presented without commentary to form a collection of results and ideas to stimulate imagination and interest, particularly among those responsible for government policies. Valid solutions will come only from strong governmental commitment. (SLD)

ED 388 732 UD 030 656

Kennard, Toni Hodge, Comp.
The Handbook of Historically Black Colleges & Universities. Second Edition 1995-97. Comprehensive Profiles and Photos of Black Colleges and Universities.
PUB DATE- 95
NOTE- 140p.; For the Premiere Edition, see ED 366 678.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; Academic Standards; *Admission Criteria; *Black Colleges; College Admission; College Choice; Costs; Degrees (Academic); Graduation Requirements; Higher Education; *Institutional Characteristics; Intellectual Disciplines; Program Descriptions; *Student Financial Aid;

ED 388 525 SE 056 752

Butzow, Carol M.; Butzow, John W.
Over Land and Sea: Intermediate Science through Children's Literature.
PUB DATE- 94
NOTE- 193p.; Illustrated by Greg Kuhar.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Biological Sciences; *Childrens Literature; *Earth Science; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Physical Sciences; Science Activities; Science Education

This book suggests an approach to science instruction that integrates literature as an alternative form of instruction or to enrich textbook instruction. It uses conceptually and factually correct works of fiction and outlines activities where students are allowed to do the majority of the work and the teachers act as facilitators. Though the emphasis is on earth science and life science; the physical sciences, natural sciences, social sciences and the arts are integrated into each chapter. A wide variety of activities are provided for each literary work including hands-on activities, field trips, craft projects, library research, and collateral reading and writing. Topics covered include: the American prairie, the arid environment, tornado and weather, the Arctic, the north woods, the rocky mountains, fossils, coral reefs, tropical lagoons, California coastal islands, the open ocean, whales and marine fishing, freshwater lakes, and wetlands. (JRH)

ED 388 526 SE 056 770

Peterson, Donald; And Others
In a Word...It's a Bird. Science Safari.
PUB DATE- 94
NOTE- 26p.; For a related document, see SE 056 771. Prepared with support from the Mexican Ministry of Tourism. A publication of the NOAHS Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Birds; Elementary Secondary Education; *Ornithology; Science Activities; Science Education; Science Projects; *Zoology

This is the first program in the Science Safari series produced by the Fairfax Network of the Fairfax County Public Schools. The series and the accompanying print materials are designed to show students a broad spectrum of animal life, introduce students to a variety of people who work with animals, and help students become aware of the important role they play in the future of the animal kingdom. Activities related to beaks and feet, hunting for food, migration headaches, destination Mexico, colors of migration, and pre- and post-viewing activities are included. Lists of research projects and resources are also included. (JRH)

ED 388 527 SE 056 771

Sheldon, Louisa; And Others
Hey! Have You Heard about Herds? Science Safari.

ED 388 547 SO 025 333

Tomic, Welko
Training in Inductive Reasoning.
SPONS. AGENCY- Open Univ., Heerlen (Netherlands).
PUB DATE- Sep 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Cognitive Development; *Cognitive Processes; Comprehension; Concept Formation; Foreign Countries; *Generalization; Grade 3; *Induction; Learning Processes; *Logical Thinking; Primary Education; *Problem Solving; *Thinking Skills
IDENTIFIERS- Klauer (Karl Josef); Netherlands

This study investigated the effects of K. J. Klauer's (1989) inductive reasoning training program of teaching children. Effects of training and the range of transfer of the training were assessed. The subjects were 34 third-grade Dutch children of average ability, matched on age, sex, and IQ. Children from the training condition (N=17) received one week training of five 30 minute sessions. Results demonstrated a significant, positive effect on training children's performance of inductive reasoning tasks. A near-far transfer was observed with children able to solve tasks not taught in training. These effects persisted for 4 months. Far-far transfer was not observed because children were not able to solve mathematics tasks that relate to inductive reasoning, for which they had received no training. Implications for training children within the context of regular schools and the range of transfer are discussed. (EH)

ED 388 548 SO 025 339

Elementary Social Studies. Authorized Resources Annotated List.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Course Content; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Foreign Countries; *Social Studies; Teaching Guides; *Textbook Content; Textbook Selection
IDENTIFIERS- Alberta

This comprehensive, annotated resource list is designed to assist in selecting resources authorized by the Alberta (Canada) Education Department for the elementary social studies classroom. Within each grade and topic, annotated entries for basic learning resources are listed, followed by support learning resources and authorized teaching resources. The table of contents includes the following: (1) "Contents"; (2) "Elementary Social Studies"; (3) "Authorization of Resources"; (4) "Grade 1: Me and Others"; (5) "Grade 2: People Today"; (6) "Grade 3: Communities"; (7) "Grade 4: Alberta"; (8) "Grade 5: Canada"; (9) "Grade 6: Meeting Human Needs"; (10) "General Learning Resources"; (11) "Other Resources"; (12) "Suppliers"; and (13) "Title Index." (EH)

ED 388 549 SO 025 340

Wilson, J. Andrew

studies, prejudice and discrimination, human rights, the Holocaust, ecology, and teaching strategies. An extensive bibliography of recommended books concludes the guide. (EH)

ED 388 570 SO 025 407

Parker, Franklin; Parker, Betty J.
"The Bell Curve": Review of Reviews.
PUB DATE- Sep 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Society for the Philosophy and History of Education (Austin, TX, September 22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- man rights are expressions of c makes connections between community, human rights, and citizenship,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Influences; Cognitive Ability; Cultural Differences; Genetics; *Heredity; *Intelligence; *Intelligence Quotient; *Justice; *Nature Nurture Controversy; Racial Differences; Social Bias; Social Differences; *Values
IDENTIFIERS- *Bell Curve (Herrnstein and Murray)

This paper reviews the book "The Bell Curve" by Harvard psychologist Richard J. Herrnstein and political scientist Charles Alan Murray. The paper asserts as the book's main points and implications: (1) one's socioeconomic place in life is now determined by IQ rather than family wealth and influence; (2) ruling white elites, who have benefited from better homes, books, conversation, and education, pass these advantages along to their children; (3) white high IQ rich are getting richer but having fewer children than the lower IQ majority and will be swamped by them; (4) East Asian Americans have, on average, 3 points higher IQ than whites who average 15 points higher IQ than African-Americans; (5) America's bell curve begins a normal IQ spread with high IQs of 125 and over labeled Class I cognitive elites including 5 percent or 12.5 million Americans followed by Class II brights with IQs 110-125, and then Class III IQs of 90-110 to which half the U.S. population belongs, and lastly Class IV dull IQs 75-90 and Class V very dull IQs 50-75 to which 5 percent or 12.5 million Americans belong; and (6) the worst fear scenario suggested by the book is that, in self-protection, from low IQ underclass violence, crime and drug abuse, high IQ elites will restrict and control dullards in reservations. The bulk of the paper is devoted to selected quotes by noted leaders in the education field criticizing the United States' over-reliance on IQ testing. The main criticisms center around: (1) the book as a mirror of a national direction in a time of change; (2) the book as negative and racially divisive; (3) the book reflective of present social discontent; and (4) the book representing a clash of American values. Contains 23 references. (EH)

ED 388 571 SO 025 408

Parker, Franklin; Parker, Betty J.
George Peabody (1795-1869): Merchant, Banker, Philanthropist.
PUB DATE- Sep 95
NOTE- 13p.; Paper read at Uplands Book Club (Pleasant Hill, TN, September 18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

sheet" similar to those used by archaeologists today; (7) "Create Your Own Cartouche" where students will be able to identify a cartouche and its purpose; and (8) "Working for the Pharaoh" where students will understand the significance of the work of the scribe. (EH)

ED 388 593 SO 025 546

TRAHC Folklife Study Guides.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Elementary Secondary Education; *Folk Culture; Food; Language Arts; *Local History; *Material Culture; Music Education; Poets; Social Studies; Woodworking
IDENTIFIERS- Auctioneers; Cowboys; Quilting; Saddle Makers

Each of the seven study guides combined in this packet provides a lesson that includes a reading or descriptive narrative of the topic, along with teaching objectives, questions to consider, and suggested classroom activities. Topics covered are: (1) "Introduction to the Concept of Folklife"; (2) "Southern Gospel Music and Song"; (3) "No Brag, Just Plain Fact: Our BBQ is Best: Wilton Hickory Chip BBQ's Ramah and Vernon Cook"; (4) "Don Nix: Saddle Builder and Cowboy Poet"; (5) "Beautiful, Long Lasting, and Warm: Quilts"; (6) "A Straight Words Man: Bob Young"; and (7) "Raymond Cleghorn: Woodcarver." Bibliographies of suggested readings for lesson extensions are included. (MM)

ED 388 594 SO 025 547

Nusz, Nancy J.
Mexican American Traditional Arts and Culture. Student Magazine and Curriculum Guide. Oregon Folklife Classroom Series.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; *Folk Culture; Geographic Concepts; *Hispanic American Culture; Instructional Materials; Maps; Material Culture; *Mexican Americans; Multicultural Education; Social Studies
IDENTIFIERS- Folk Dance; Folk Music; *Oregon

This student magazine gives maps and a geographic description of Umatilla and Morrow counties in Oregon, paying particular attention to those features that attracted various ethnic groups, and especially Mexican Americans, to this location. Topics presented are: "Ethnic Communities"; "Ethnic Folklife"; "Traditional Foods"; "Traditional Crafts"; "Celebrations"; "Religious Celebrations"; and "Music and Dance"; and "Community Life." Vocaulary words, highlighted in the text, are defined in the glossary. Student readers are invited to interview local immigrants from each of the Mexican states shown on an included map to determine the geography and traditions of Mexico. The magazine concludes with a word search of the highlighted text words. The curriculum guide gives suggestions for classroom activities related to each of the magazine topics. Emphasis is eight chapters: (1) "The Essence: Introduction"; (2) "The Beat: Rhythm"; (3) "The Tone: Frequency, Amplitude"; (4) "The Tune: Tuning"; (5) "The Song: Composition"; (6) "The Source: Instruments"; (7) "The People: Human Connections"; and (8) "The Curiosities: An Assortment." An epilogue, end notes, bibliography, and index conclude the book. (MM)

ED 388 616 SO 025 782

Zaslavsky, Claudia
Africa Counts: Number and Pattern in African Culture.
PUB DATE- 90
NOTE- 328p.; Introduction by John Henrik Clarke.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *African Culture; Architecture; Art; Beliefs; *Computation; Elementary Secondary Education; Foreign Countries; Games; Game Theory; Geometric Concepts; *Mathematical Concepts; Mathematical Models; Monetary Systems; Mysticism; Patternmaking; Recordkeeping; Sign Language; Sociocultural Patterns; Time; Time Perspective; Volume (Mathematics); Weight (Mass)
IDENTIFIERS- Africa; Property Wealth; Superstition; Taboos; Weights and Measures (Commercial)

This document describes the contributions of African peoples to the science of mathematics. The development of a number system is seen as related to need. Names of numbers, time reckoning, gesture counting, and counting materials are examined. Mystical beliefs about numbers and special meanings in pattern are presented. Reproductions of patterns, both numerical and geometrical, are discussed in terms of decorative patterns, textiles, art objects, architecture, functional devices and games. The twenty five chapters of the book are organized into eight sections. These sections and chapters include: Section 1: The Background, (1) "African Mathematics?"; and (2) "Historical Background." Section 2: Numbers--Words, Gestures, Significance, (3) "Constructions of Numeration Systems"; (4) "How Africans Count"; and (5) "Taboos and Mysticism." Section 3, Numbers in Daily Life, (6) "The African Concept of Time"; (7) "Numbers and Money"; (8) "Those Familiar Weights and Measures!"; and (9) "Record-Keeping: Sticks and Strings." Section 4: Mathematical Recreations, (10) "Games to Grow On"; (11) "The Game Played by Kings and Cowherds--And Presidents, Too!"; and (12) "Magic Squares." Section 5: Pattern and Shape, (13) "Geometric Form in Architecture"; (14) "Part 1: Geometric Form and Pattern in Art" and "Part 2: Geometric Symmetries in African Art, by D. W. Crowe, with Original Drawings." Section 6: Regional Study: Southwest Nigeria, (15) "History of the Yoruba States and Benin"; (16) "Systems of Numeration"; (17) "Significant Numbers"; (18) "Time-Reckoning"; and (19) "Markets and Currency." Section 7: Regional Study: East Africa, (20) "History of East Africa"; (21) "Spoken and Gesture Counting"; (22) "Number-Superstitions"; (23) "East African Time"; and (24) "Wealth Means Cattle--And Other Livestock." Section 8: Past and Future, (25) "Pure Mathematics in Africa." Maps, diagrams, and illustrations are included in the text. The document concludes with an appendix containing chapter references and notes, biographical notes, and a bibliography. Includes an index. (MM)

ED 388 617 SP 036 204

Weikart, Phyllis S.; Carlton, Elizabeth B.
Foundations in Elementary Education: Movement.

Elementary Secondary Education; Professional Personnel; *Public Schools; *Salaries; *School Personnel; Tables (Data); Teachers; *Teacher Salaries
IDENTIFIERS- *Maryland; *School District Personnel

This report presents an analysis of salaries earned by professional staff employed in Maryland public schools. The report covers selected central office staff, school level administrators, teachers, and other professionals. The salaries are derived from local payroll records of individuals and include annual base pay, determined by education and experience, plus stipends for longevity, extra duties, and extended contracts. Salaries of part-time positions are equated to full-time. Table 1 presents the local education agency (LEA) and statewide calculations of the average and median salary, as well as the salaries at the first and third quartiles for each position classification. Table 2 shows the average, median, and quartiles for classroom teachers by regions with LEA salaries indexed to the regions. Table 3 presents the average instructional salary and the percent change between 1986 and 1994. (ND)

ED 388 634 SP 036 279

Teacher Training: Status and Participants' Views of Delta Teachers Academy. Report to Congressional Requesters.
PUB DATE- Jun 95
NOTE- 24p.; This publication updates a May, 1994 interim report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disadvantaged Environment; Economically Disadvantaged; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); Knowledge Base for Teaching; Low Income Groups; Participant Satisfaction; *Poverty Areas; Secondary School Teachers; Teacher Centers; *Teacher Education Programs; Teacher Workshops; *Teaching Skills
IDENTIFIERS- *Delta Teachers Academy; *Mississippi Delta

This report provides results of a General Accounting Office review of the Delta Teachers Academy, a program funded primarily by the federal Department of Education to upgrade the subject area knowledge and teaching skills of elementary and secondary teachers in the Lower Mississippi Delta region (involving rural areas of Arkansas, Illinois, Kentucky, Louisiana, Mississippi, Missouri, and Tennessee), one of the poorest, least developed regions in the United States. The academy does not operate its own facilities but, rather, conducts a series of 2-day teacher development sessions in participating school districts and 2-week summer institutes on college campuses in the region. The report notes that teachers participating in the Academy have generally evaluated it as effective in both increasing their understanding of academic subjects and increased their enthusiasm for teaching. In addition, teachers noted other program benefits such as the new ideas and perspectives brought by the university scholars who served as trainers. Additional planned evaluation efforts are described. (ND)

ED 388 635 SP 036 280

Ferrand, Shirley; Wattenbarger, Barbara
How Can You Teach Middle Grade Students about the Effects of AIDS and the HIV Virus in a Conservative Community?
PUB DATE- 95

task levels of the pupils in the multi-grade classes and for the instructional and classroom management skills of the teachers. No significant differences were found between the coached and un-coached teachers and between the teachers who received the training program either 2 or 5 years ago. No significant differences were found between the post-test and retention test scores. This suggests that the training results were quite stable. No indication of further growth in the executive control of the selected instructional and classroom-management skills was found. No significant differences in achievement were found between the pupils in classes with trained teachers and the pupils in classes with untrained teachers. (Contains 33 references.) (JB)

ED 388 653   SP 036 301

Horn, Evelyn D.
Making Treaties: One Student's Experience with Role Socialization (An Exploratory Study of a Student Teacher).
PUB DATE- 13 Oct 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-West Educational Research Association (Chicago, IL, October 12-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Elementary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Qualitative Research; Socialization; Student Role; *Student Teachers; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Student Teacher Characteristics

This interpretive study of a 22-year-old male student teacher in an elementary setting examines how he dealt with the contradictions inherent in the role of "student teacher" by making tacit "treaties" with the cooperating teacher. Data were collected through interviews and observations. Field notes taken during the 5th through the 9th week of the subject's 10-week training included interactions between the student teacher and the cooperating teachers as well as with the students. In-depth interviews occurred weekly. Five formal interviews were tape-recorded and later transcribed. The placement was a grade 3 classroom of 22 students in a rural small town. The subject had earlier failed a field experience, and this impelled him to do whatever it took to pass this student teaching assignment. In fact, observations revealed that the subject made "treaties" with the cooperating teacher on issues of curriculum development, autonomy, interpersonal relationships, and persona. These treaties were tacit, silent arrangements made between teacher and student and only vaguely understood by both parties. Because of the subject's compelling desire to "fit in" and have a "successful" experience, he was willing to sacrifice his own ideas, suppress his personality, and conform to the cooperating teacher's gender-expectations to win her favor. (Contains 26 references.) (JB)

ED 388 654   SP 036 302

Edwards, Jennifer L.; Newton, Rae R.
The Effects of Cognitive Coaching on Teacher Efficacy and Empowerment.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-

of administrators (Section 3, tables 9 through 16) represent unduplicated counts of individuals. In addition, no distinction was made between full-time and part-time positions except for information on salaries, reported for full-time only. Characteristics identified include numbers of teachers and nonteaching professionals, salaries, certification status, age distribution, years of experience, geographic location, and educational background indicated by degree status. (Contains 16 tables.) (SLD)

ED 388 672 TM 023 189

Zwick, Rebecca; Braun, Henry I.
Methods for Analyzing the Attainment of Graduate School Milestones: A Case Study. GRE Board Professional Report No. 86-3P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jun 88
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Programs; *Educational Attainment; Enrollment Trends; Ethnic Groups; *Foreign Students; Grade Point Average; *Graduate Students; Graduate Study; *Graduation; Higher Education; Longitudinal Studies; Predictor Variables; Sex Differences; *Test Results
IDENTIFIERS- Graduate Record Examinations

Using a data base compiled by the Graduate School of Northwestern University, a longitudinal study of the graduate school careers of 2,211 students in 14 programs was conducted. Among the most prominent findings was the increase in the enrollment of foreign students. The patterns of attainment of graduate school milestones, such as Ph. D. candidacy and graduation were examined for each graduate program and for gender and ethnic groups. There was substantial variation across programs and, to a lesser degree, across demographic groups. Graduation rates for foreign students were higher than those for U.S. citizens. The association between the attainment of milestones and measures of academic potential, such as undergraduate grade point average (UGPA) and Graduate Record Examination (GRE) scores, was also investigated. The likelihood of attaining candidacy or of completing a doctorate was found to bear little relation to UGPA and GRE scores. This finding is probably a result of the use of UGPA and GRE in the selection of students into graduate programs. Appendix A presents 28 tables of ethnic and gender composition. Appendix B discusses survival analysis. Appendix C contains an empirical Bayes strategy for logistic regression. (Contains 20 figures, 7 tables in the text, and 22 references.) (Author/SLD)

ED 388 673 TM 023 612

Seidman, Robert H.
National Education "Goals 2000": Some Disastrous Unintended Consequences.
PUB DATE- 19 Apr 95
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 388 691 TM 023 934

Sheehan, Janet K.
A Comparison of the Type I Error and Power of Selected MANOVA Simultaneous Test Procedures.
PUB DATE- Apr 95
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Comparative Analysis; Monte Carlo Methods; *Multivariate Analysis; *Robustness (Statistics)
IDENTIFIERS- Hotellings t; Pillais Trace; *Power (Statistics); Roys Largest Root; *Type I Errors

A Monte Carlo study was conducted using the Statistical Analysis System IML computer program to compare the multivariate analysis of variance (MANOVA) simultaneous test procedures of Roy's Greatest Root, the Pillai-Bartlett trace, the Hotelling-Lawley trace, and Wilks' lambda, in terms of power and Type I error under various conditions, including violations of MANOVA assumptions. The Type I error rates of moderately-restricted contrasts in simultaneous test procedures following a significant omnibus MANOVA were robust to violations of MANOVA assumptions, such that the actual alpha remained below the nominal alpha. However, the power of even Roy's Greatest Root is unacceptably low in moderately restricted contrasts under most conditions. Therefore, the results of this study do not generally support using moderately restricted contrasts to follow-up significant MANOVA tests, unless the number of dependent variables is limited to two, or the noncentrality structure is known to be concentrated in one group and one variable. (Contains 1 table, 12 figures, and 35 references.) (Author/SLD)

ED 388 692 TM 023 937

Fitzpatrick, Steven J.; And Others
Standard Setting Study of the UT Austin Test for Credit in Japanese: Fall 1991 through Spring 1993. Research Bulletin 93-2.
PUB DATE- Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Cutting Scores; *Equivalency Tests; Higher Education; *Japanese; Psychometrics; Second Language Learning; *Standardized Tests; Student Placement; *Test Construction; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *University of Texas Austin

In 1991 the Measurement and Evaluation Center of the University of Texas at Austin was asked to develop a test for credit by examination in four lower division courses in Japanese. The test (in Japanese) was constructed from locally developed items provided by instructors of Japanese. The developed test consisted of 80 items distributed among grammar, listening, and reading sections, with the listening section recorded on tape by instructors. The initial version was administered to 166 students in 1 course and 66 in another. Items with poor psychometric properties were edited or removed and new items were introduced. For validation, the revised test was administered to 170 students in spring 1992 (2 second semester

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Processes; Constructed Response; Construct Validity; Difficulty Level; Equations (Mathematics); High Achievement; Higher Education; Performance; Prediction; Problem Solving; Thinking Skills; *Undergraduate Students; *Word Problems (Mathematics)
IDENTIFIERS- *Graduate Record Examinations; *Mathematical Thinking; Scholastic Aptitude Test

The construct validity of algebra word problems for measuring quantitative reasoning was examined, focusing on an analysis of problem attributes and on the analysis of constructed-response solutions. Constructed-response solutions to 20 problems from the Graduate Record Examinations (GRE) General Test were collected from 51 undergraduates. Regression analyses indicated that models including factors such as the need to apply algebraic concepts, problem complexity, and problem content could account for 37% to 62% of the variance in problem difficulty. Four classes of strategies were identified for constructed response problems: equation formulation, ratio setup, simulation, and other (unsystematic) approaches. Higher achieving students used equation strategies more and unsystematic approaches less than lower achieving examinees. Problem conception errors were the best predictor of performance on the constructed-response problems and the Scholastic Aptitude Test mathematics test (SAT-M). In contrast, procedural errors contributed to the prediction of performance on the constructed-response problems but not to standing on the SAT-M. Overall, these results provide support for the construct validity of GRE algebra word problems and of SAT-M as measures of quantitative reasoning. Appendix A provides some sample problems, and Appendix B is a table of attribute codings. (Contains 10 tables, 1 figure, and 41 references.) (Author/SLD)

ED 388 712 TM 024 159

Wang, Xiang-bo; And Others
On the Viability of Some Untestable Assumptions in Equating Exams That Allow Examinee Choice. Program Statistics Research Technical Report No. 93-31.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Advanced Placement; *Difficulty Level; *Equated Scores; High Schools; *High School Students; History; *Multiple Choice Tests; Responses; Test Bias; *Test Format
IDENTIFIERS- Advanced Placement Examinations (CEEB)

An increasingly popular test format allows examinees to choose the items they will answer from among a larger set. When examinee choice is allowed fairness requires that the different test forms thus formed be equated for their possible differential difficulty. For this equating to be possible it is necessary to know how well examinees would have answered the items that they did not choose. In this paper, results are reported for an experiment in which 213 high school students who took the Advanced Placement Chemistry examination were asked to choose among several multiple choice items but were then required to answer all of them. It is concluded that allowing choice while having fair tests is only possible when it is unnecessary. (Contains 3 tables, 5 figures, and 14

*Tuition

This handbook contains profiles of 107 historically black colleges and universities in the United States and the Virgin Islands. Information is derived from the College Board Annual Survey of Colleges database. Information for each school describes: (1) admissions criteria; (2) graduation information; (3) academic programs; (4) campus and student services; (5) sports and athletics; (6) academic majors; (7) the vital statistics of school history and characteristics, including enrollment and faculty size; (8) cost information; (9) financial assistance; and (10) notable alumni. Attachments provide a reflection on the college experience by a recent graduate, a listing of the schools by religious affiliation, and an alphabetic listing. A photo section illustrates some of the campuses. (SLD)

ED 388 733 UD 030 657

Knapp, Michael S.; And Others
Teaching for Meaning in High-Poverty Classrooms.
PUB DATE- 95
NOTE- 258p.; Foreward by John I. Goodlad. "This book is based on a study carried out under the sponsorship of the U.S. Department of Education, Office of Policy and Planning/Planning & Evaluation Services, contract no. LC88C-54001."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Comprehension; Economically Disadvantaged; Educational Environment; *Educational Practices; Elementary Secondary Education; Mathematics Education; *Poverty; Reading Instruction; Teacher Expectations of Students; *Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Meaningful Learning

This book focuses on a range of instructional practices that promote children's understanding and build meaning into their academic learning experience. Actual practices uncovered in a 2-year investigation of 140 classrooms in a variety of high-poverty school settings are described and analyzed in a comprehensive demonstration of what meaning-oriented instruction can achieve among children for whom basic skills instruction has been the target. Following an introduction, "The Teaching Challenge in High-Poverty Classrooms" by Michael S. Knapp, the chapters are as follows: (1) "Managing Academic Learning Environments (Heather McCollum); (2) "Engaging Children of Diverse Backgrounds" (Patrick M. Shields); (3) "Emphasizing Conceptual Understanding and Breadth of Study in Mathematics Instruction" (Andrew A. Zucker); (4) "Aiming Reading Instruction at Deeper Understanding" (Nancy E. Adelman); (5) "Focusing Writing Instruction on Meaningful Communication" (Margaret C. Needels); (6) "Supplementing Classroom Instruction: Implications for Meaning-Oriented Instruction" (Brenda J. Turnbull); (7) "The Outcomes of Teaching for Meaning in High Poverty Classrooms" (Michael S. Knapp, Camille Marder, Andrew A. Zuckerman, Nancy E. Adelman, and Margaret C. Needels); (8) "Forces inside the Classroom Linked with Teaching for Meaning" (Michael S. Knapp); (9) "The School and District Environment for Meaning-Oriented Instruction" (Michael S. Knapp, Patrick M. Shields, and Christine Padilla); and (10) "Conclusion: Teaching for Meaning

PUB DATE- 95
NOTE- 21p.; For a related document, see SE 056 770. A publication of the NOAHS Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary Secondary Education; Science Activities; Science Education; *Zoology

This is the second program in the Science Safari series produced by the Fairfax Network of the Fairfax County Public Schools. The series and the accompanying print materials are designed to show students a broad spectrum of animal life, introduce students to a variety of people who work with animals, and help students become aware of the important role they play in the future of the animal kingdom. The activities in this program are designed to introduce students to the wide range of herd animals, and enable them to learn about what herd animals have in common with each other, the characteristics of herd behavior, and the fascinating and often complicated research that the National Zoo is conducting in order to preserve some of the world's most beautiful and threatened animals. A list of resources is included. (JRH)

ED 388 528 SO 024 729

Dubbeldam, L. F. B.; And Others
Development, Culture, and Education. International Yearbook of Education Volume XLIV - 1994.
PUB DATE- 94
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Cooperation; Cooperative Planning; *Cross Cultural Studies; Cultural Background; *Cultural Education; *Developing Nations; Educational Change; *Educational Development; Educational Planning; Elementary Secondary Education; Foreign Countries; Global Approach; Heritage Education; Higher Education; Multicultural Education; Participative Decision Making; *School Community Relationship; Systems Development

This book focuses on the interplay of education and culture and is designed to stimulate educational decision makers and practitioners in their attempt to maximize educational contributions to cultural development. People of the non-educational sectors, such as the community and media, may wish to join educators in order to make the process of education more dynamic, creative, and relevant to the requirements of cultural development. The volume also stimulates current areas of educational concern such as multiculturalism/interculturalism, cultural identity, and cultural change. The essays have been prepared by several specialists representing different disciplines in education and cultural backgrounds. Chapters include: (1) "What Are Development, Culture and Education?" (Leo F. B. Dubbeldam); (2) "Development, Culture and Education" (Leo F. B. Dubbeldam); (3) "Policy Goals and Objectives in Cultural Education" (Toshio Ohsako); (4) "Intercultural Education" (Le Thanh Khoi); (5) "The Challenges to Education Systems from the Contemporary Cultural Dynamic" (P. Dasen; P. Furter; G. Rist); (6) "Intercultural Education for Cultural Development: The Contribution of Teacher Education" (Pieter Batelaan); (7)

Livin' On the Edge: A Look at the Need for Moral Education.
PUB DATE- May 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; Ethics; *Moral Development; *Moral Issues; *Moral Values; Social Values; Value Judgment; *Values

This research paper attempts to show that the country's dualistic views between perceived morals and practiced morals have confused youth to the point they have difficulty telling right from wrong. The paper advocates that schools should take a more active role in moral education before that role is thrust upon them by a decaying family structure. Several examples of what is perceived as the dualistic views in society are presented, along with suggestions for implementation of a strong moral education program in the schools. (EH)

ED 388 550 SO 025 343

Baldwin, Harriet; Ross-Larson, Bruce
The Developing World and Teaching Guide To Accompany "The Developing World." Second Edition.
PUB DATE- Dec 93
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Development; *Developed Nations; *Developing Nations; Economic Change; *Economic Development; Economic Impact; *Economics; Foreign Countries; Higher Education; *Human Resources; Instructional Materials; International Relations; International Trade; Living Standards; Quality of Life; Secondary Education; *Sustainable Development; World Affairs

This book is about economic development, the process by which countries are improving the living conditions of their people. It is about interdependence and the efforts of people to move toward a better world. The six chapters are entitled: (1) "Inside Developing Countries"; (2) "Comparing Countries"; (3) "The Whys and Hows of Economic Development"; (4) "Activities of Economic Development"; (5) "Paying for Economic Development"; and (6) "Effects of Economic Development." The separately published teaching guide has lessons to accompany each chapter, along with scripts for video slide presentations, additional sources of video materials and educational materials. Worksheets are included for each lesson. (EH)

ED 388 551 SO 025 347

ten Dam, Geert T. M.
Suffragettes in the Curriculum: Girls' Perception of Women's History as a Subject-Matter in Secondary Schools.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

(150)
DESCRIPTORS- Biographies; Donors; Endowment Funds; Higher Education; *Philanthropic Foundations; *Private Financial Support
IDENTIFIERS- *Peabody (George)

This paper traces events in the life of George Peabody. Born in Danvers, Massachusetts near Boston, Peabody attended a district school for four years and was apprenticed in a general store at an early age. After four years of apprenticeship, Peabody worked with his brother in a drapery shop, then traveled to the District of Columbia with his uncle to open a store at age 16. By 19, Peabody was in partnership in the firm Riggs, Peabody and Co., a drygoods importing and wholesaling business now relocated in Baltimore (Maryland). Highlights of Peabody's life are noted: (1) he was a financier in the sale of state bonds abroad; (2) he was disappointed in romance; (3) he was snubbed by British aristocracy until the Duke of Wellington accepted his invitation; (4) he had made numerous endowments to cultural institutes, low-cost housing in England, science museums, and libraries which were named after him; (5) he had worked to restore an educational system to the South after the devastation of the Civil War; and (6) at his unusual funeral there was a public display of sorrow. (EH)

ED 388 572 SO 025 413

VanFossen, Phillip J.
Relevant Indicators of Relative Expertise in Economic Problem Solving: A Factor Analysis.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18, 1995). For a related paper, see SO 025 414.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Correlation; *Economic Factors; Economic Research; *Economics; *Economics Education; *Factor Analysis; Higher Education; Least Squares Statistics; Problem Solving

This paper reports preliminary research into the nature of relative expertise in economic problem solving. Specifically, this report seeks to address the question of whether the presence of economic knowledge alone accounts for expertise in economic problem solving or whether both economic knowledge and the development and employment of economic problem solving strategies are necessary prerequisites for acquiring expertise in economic problem solving. The researchers examined literal transcripts generated from the "talk-aloud" protocols of 28 participants responding to three economic problems. Each sub-group contained four participants: (1) high school students who had taken economics and those who had not taken economics; (2) undergraduate economics majors and non-majors; (3) graduate students in economics; and (4) Ph.D. economists employed in public and private forecasting and academic Ph.D. economists. The study employed a causal-comparative design with members of the seven sub-sample groups identified by the researcher. Three economics problems were employed in the study with several phases of data gathering involved in the analysis of data. Extensive charts and graphs accompany the text. Contains 41 references. (EH)

ED 388 573 SO 025 414

upon student understanding of personal family tradition in comparison to, or in context of, Mexican American traditions. Use of local human and material resources is encouraged. (MM)

ED 388 595 SO 025 559

Children's Activity Book, New Mexico. 1992 Festival of American Folklife.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; Architecture; Ceramics; *Design Crafts; Elementary Education; Folk Culture; Food; Handicrafts; *Hispanic American Culture; Learning Activities; Material Culture; Navajo (Nation); Pueblo (People); Social Studies
IDENTIFIERS- Navajo Studies; *New Mexico; Pueblo Culture; Sheep

This booklet was designed in conjunction with a Festival of American Folklife focusing on New Mexico, but can be used when teaching lessons on the culture of New Mexico. It introduces young children to activities adapting Santa Clara Pueblo pottery designs, adobe model making, Rio Grande blanket designs, tinwork picture frames, and ramilletes de papel. Brief explanations describe: "How Pueblo Pottery is Made"; "How the Bear Paw Design Began"; "Adobe: Architecture from the Earth"; "Hispanic-American Sheep Culture"; and "Cooking at Cochiti Pueblo," with a recipe for pumpkin candy given. The booklet is illustrated with maps, motifs, and diagrams. It concludes with a 9-item bibliography. (MM)

ED 388 596 SO 025 560

Graham, Andrea
Nevada Folklife: A Curriculum Unit for Junior High and Middle School Students.
PUB DATE- 91
NOTE- 42p.; Funded in part by grants from the Nevada Humanities Committee and Nevada 125th Anniversary Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Artists; Community Resources; *Cultural Education; Curriculum Design; Elementary School Students; *Folk Culture; Handicrafts; Intermediate Grades; Junior High Schools; Junior High School Students; *Material Culture; Middle Schools; *Oral Tradition; Social Studies
IDENTIFIERS- Middle School Students; *Nevada

Folk culture is everyday culture. Since all students have a folk culture, a folklife unit is a good starting place for the study of personal, local, state, and national history, and by comparing similarities and differences, for the study of the folk traditions of others. The guide begins with an introduction to the field of folklife and the lessons it can teach. Five daily lesson plans for a unit on folklife follow: What is Folklore?; Family Folklore (two lessons); Folk Groups; and Community Folklife. Seven additional chapters go into more detail on specific forms of folk traditions. Suggested classroom activities are given for each area: (1) "Oral

PUB DATE- 95
NOTE- 407p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Body Image; Classroom Observation Techniques; Elementary Education; *Kinesthetic Methods; *Learning Activities; Learning Experience; Lesson Plans; *Movement Education; *Physical Activities; Physical Education; Spatial Ability; Student Development; Student Educational Objectives; *Teaching Models

The eight chapters in this book explain a teaching model to help students develop their kinesthetic intelligence through purposeful movement education. The major focus is the kindergarten through third grade child, but because in movement one can be a "beginner" at any age, movement experiences of both older and younger learners are occasionally used. Chapter 1 presents an overview of education through movement, providing information about the special role that movement education plays with today's learners and how the school and classroom environment can be set up to provide children with developmentally appropriate movement experiences. Chapter 2 introduces the active learning approach and the proposed teaching model for education through movement. Chapter 3 explains the movement core and the teaching/learning framework provided by the key experiences in movement. Chapters 4 through 6 contain full descriptions of the nine key experiences in movement such as acting upon movement directions, moving in nonlocomotor and locomotor ways, and expressing creativity in movement. Chapter 7 presents 80 activities providing specific active learning experiences in movement and music at the K-3 level. Chapter 8 provides an observation record for assessment purposes. Several appendices complete the book and include information on two methods for determining children's beat competence and beat coordination, information about movement research and training, and a glossary of technical terms. Numerous illustrations are provided. (LL)

ED 388 618 SP 036 224

Artiles, Alfredo J.; And Others
Learning To Teach in Multicultural Contexts: Exploring Preservice Teachers' Knowledge Change. Part I: Group Patterns. Part II: Case Studies. Draft.
PUB DATE- Apr 95
NOTE- 55p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Indianapolis, IN, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Beliefs; Case Studies; Cultural Differences; Cultural Pluralism; Elementary Education; Higher Education; Knowledge Base for Teaching; *Multicultural Education; *Preservice Teacher Education; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Concept Maps; Diversity (Student); *Preservice Teachers

This study examined the impact of multicultural education courses on preservice teachers' pedagogical knowledge and beliefs about culturally diverse learners. Part 1 reports on a study of 20 preservice teachers pursuing a masters degree in elementary

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Controversial Issues (Course Content); *Health Education; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Language Arts; Mathematics Education; Middle Schools; Science Education; Social Studies; Team Teaching
IDENTIFIERS- Middle School Students

This paper describes an interdisciplinary approach to conveying knowledge and promoting understanding of the disease of Acquired Immune Deficiency Syndrome (AIDS) at the middle school level in a conservative community. Discussion of AIDS was included in a sixth grade unit on communicable diseases designed to teach how diseases are transmitted, how diseases can be treated, and how diseases can be prevented. A team of four teachers participated in the project which integrated science, mathematics, social studies, and language arts. Specific activities in each area are described. Findings of the project indicated that stress was taken off the teachers, students were eager learners, and there were no parental complaints or concerns raised during the 5-week unit. (Contains 21 references.) (ND)

ED 388 636   SP 036 282

Fox, Lynn H.; Thompson, Deborah
Integrating Technology into Teacher Education at the American University.
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; Computers; *Computer Uses in Education; *Curriculum Development; Elementary Secondary Education; Higher Education; Integrated Curriculum; Needs Assessment; *Preservice Teacher Education; *Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- *American University DC; *Computer Integrated Instruction

This paper reports on a project to integrate technology into several courses in the teacher education program at the American University, District of Columbia. The project was divided into four phases. Phase 1 was a needs assessment, looking at the technological skills of current teacher education students. Phase 2 explored developing and implementing curricular changes and integrating computers into existing courses. Phase 3 examined dissemination of the results of the study through presentations and publications. Phase 4 focused on future plans for development, addressing issues such as gender equity and access for the disabled, advanced topics in programming, hardware configuration and maintenance, and the development and use of multi-media presentations. Appendices, comprising the bulk of the document, include a student questionnaire, class schedules and descriptions, sample lessons, a computer analysis checklist, course syllabi, a guide to education software, and a grant proposal for funding further study. (ND)

22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; Helping Relationship; *Inservice Teacher Education; Instructional Effectiveness; *Program Effectiveness; Reflective Teaching; Sex Differences; Staff Development; Teacher Attitudes; *Teacher Effectiveness; *Tutors
IDENTIFIERS- Teacher Collaboration; Teacher Efficacy Scale; *Teacher Empowerment

This study examined the relationship between training in Cognitive Coaching and a number of qualitative and quantitative components of teacher cognition and behavior hypothesized to be positively impacted by such training. Cognitive Coaching involves a planning conference between coach and teacher, classroom observation, and a reflecting conference. The research was conducted in the context of a quasi-experimental post-test only design with 143 participants in 2 groups, one of which received training one year earlier than the other group. The control group received no training. Results were measured by the Teacher Efficacy Scale and The Vincenz Empowerment Scale (subscales are potency, independence, relatedness, motivation, values, and joy of life). Participants in the experimental group received training in 1991 or 1992. Those trained in 1991 tended to score higher on the empowerment scales than both the group trained in 1992 and the control group, and women tended to score higher than men. On the Efficacy Scale, 11 of 12 comparisons with the control group indicated higher efficacy scores for Cognitive Coaching trainees. Teachers trained in Cognitive Coaching were significantly more satisfied with teaching as a career than those not trained. Those who took Cognitive Coaching training expressed more positive feelings about all aspects of their experience as teachers than those who did not. (Contains 73 references.) (JB)

ED 388 655 SP 036 303

Veenman, Simon; And Others
Effective Instruction: Effects of a Pre-Service Teacher Preparation Program for Secondary Schools.
PUB DATE- 31 Aug 95
NOTE- 32p.; Paper presented at the European Conference for Research on Learning and Instruction (Nijmegen, Netherlands, August 26-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Foreign Countries; *Instructional Effectiveness; Preservice Teacher Education; Program Effectiveness; Secondary Education; *Secondary School Teachers; *Student Teachers; *Teaching Models; *Teaching Skills; *Thinking Skills
IDENTIFIERS- *Direct Instruction; Netherlands

A quasi-experimental, treatment-control group investigation was designed to test the effects of a preservice training course in direct instruction methodology for secondary education teachers. Previous findings from teacher-effects research and cognitive strategy instruction were translated into two direct instructional models: a model of executive acting directed at well structured skills and a model of strategic acting directed at higher level thinking strategies. Participants were

DESCRIPTORS- Economic Factors; Educational Attainment; *Educational Objectives; Educational Policy; Educational Theories; Elementary Secondary Education; High School Graduates; *Minority Groups; Models; *Public Policy; *Social Change
IDENTIFIERS- *Goals 2000; *National Education Goals 1990

No matter how well intentioned the Goals 2000: Educate America Act may be, it is doomed to failure. The theory of the logic and behavior of the educational system illustrates how powerful systemic forces converge to stabilize the high school attainment rate at about 75%, where it has been since 1965, and where no traditional national policy will be able to advance it very much. If education policy could increase the rate to 90% or beyond, undesirable consequences of potentially great magnitude, especially for targeted minority groups, would result. Economic disaster would result for those who could not complete or chose not to complete high school. Social benefits would also be reduced for those who did complete high school, and the diploma would lose its power to secure social goods. Part 2 of this paper outlines a theory of the logic and behavior of educational systems, and Part 3 presents a noncausal aggregate model that illustrates system dynamics. Part 4 presents an individual probabilistic model to extend the aggregate model, and Part 5 analyzes the two models and discusses policy alternatives. Part 6 analyzes two models from Raymond Moudon that support the results reported. Appendixes present mathematics behind the models and an educational attainment table. (Contains 12 figures, 6 tables, and 14 references.) (SLD)

ED 388 674 TM 023 648

Kim, Dong-il
Application of Confirmatory Factor Analysis to the Validity Study of a Performance Assessment: A Multitrait-multimethod Structure and Its Invariance across Gender and Grade. Draft.
PUB DATE- Apr 95
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Construct Validity; Elementary School Students; *Factor Structure; Grade 5; Grade 6; Instructional Program Divisions; Intermediate Grades; Mathematical Models; *Multitrait Multimethod Techniques; Reading Comprehension; Reading Tests; Reliability; Research Methodology; Sex Differences; *Test Validity
IDENTIFIERS- *Confirmatory Factor Analysis; Invariance; *Performance Based Evaluation

This study investigated construct validity and factorial invariance of a performance assessment of reading comprehension and writing proficiency through a multitrait-multimethod (MTMM) structure using confirmatory factor analysis. The performance assessment was administered to 1,023 fifth and sixth graders. Interrater reliability was examined for each measured variable using three different generalizability coefficients. Although all of the measures were found to be highly reliable, exploratory factor analysis indicated that trait and method effects were confounded in the measured variables. Consequently, confirmatory factor analysis was used to disentangle multidimensionality and examine the convergent and courses) and 231 students in fall 1992 (2 first semester courses). Correlation coefficients for all four sections were acceptable. After analyzing the data and meeting with the instructors, test developers set cut scores for credit in each course. These scores allow students to earn credit with grades of A, B, or C. Sixteen tables display student scores, and one figure illustrates the cut scores. (SLD)

ED 388 693 TM 023 939

Bene, Nancy H.; And Others
Validity Study of the College Board Achievement Test in Mathematics for Use in Course Placement in Engineering Physics at UT Austin, 1991. Research Bulletin 91-1.
PUB DATE- Sep 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; College Students; *Cutting Scores; Difficulty Level; Engineering; Higher Education; *Mathematics Tests; *Physics; Remedial Instruction; *Student Placement; *Test Validity
IDENTIFIERS- *College Board Achievement Tests; *University of Texas Austin

In 1982 and 1983 the Measurement and Evaluation Center of the University of Texas at Austin conducted a set of three studies analyzing student performance in a physics course required for engineering students (Physics 303K) in relation to the students' scores on the College board Mathematics Level 1 and Physics tests and to an introductory physics course (Physics 306). The third of these studies, an investigation of whether the early course, Physics 306, helps overcome weak academic preparation and to determine the score intervals of the Achievement Test in mathematics to be used in placement was repeated in 1991 to update decision foundations. The 1,297 students who met the requirements for inclusion in this study were divided into those who had no previous college physics course before taking Physics 303K and those who has taken Physics 306. The introductory course appeared to be fulfilling its function of providing remediation and improving the chances of success for incoming engineering students. Certain score levels on the mathematics achievement test were recommended for placement decisions, with those scoring below 600 required or strongly advised to take the introductory course, and those scoring above 720 advised to enroll in the higher-level course. Four tables and one figure present study findings. (SLD)

ED 388 694 TM 023 941

Franklin, K. Kramer; And Others
Hierarchical Confirmatory Factor Analysis of a Student Satisfaction Survey.
PUB DATE- Mar 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chi Square; College Students; *Construct Validity; Criteria; Cultural Differences; *Factor Structure; Higher Education; Models; *Satisfaction; *Student Attitudes; *Surveys
IDENTIFIERS- *Confirmatory Factor Analysis; East Tennessee State University; Enrolled Student Survey TN; *Hierarchical Analysis; LISREL Computer Program

references.) (Author/SLD)

ED 388 713 TM 024 160

Reynolds, Anne; Rosenfeld, Michael
Beginning Teacher Knowledge of Education in the Elementary School: A Survey of California Educators. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Sep 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Cutting Scores; *Elementary Education; Elementary School Teachers; *Job Analysis; *Knowledge Base for Teaching; Licensing Examinations (Professions); Surveys; Teacher Educators; Test Construction; *Test Content
IDENTIFIERS- California; Praxis Series; Test Specifications

This report presents the results of a study in which one of the job analysis surveys for the Praxis Series: Professional Assessments for the Beginning Teacher was administered to teachers and teacher educators in California. The purpose of this special administration was to determine if the multidisciplinary content in the test form (Form 1 of Education in the Elementary School) was determined to be important for newly licensed California elementary school teachers. Responses were received from 125 teachers and 57 teacher educators. Frequency distributions across background information categories, mean importance ratings by relevant subgroup, and correlations of mean importance ratings within subgroups were determined. Forty-two knowledge statements (29% of the inventory) were rated below the designated cut point, but the remaining 103 were considered appropriate for the development of test specifications. Appendixes present the instrument and other forms used in the study and some supplemental information. (Contains six tables and five references.) (SLD)

ED 388 714 TM 024 161

Donoghue, John R.; Jenkins, Frank
A Monte Carlo Study of the Effects of Model Misspecification on HLM Estimates.
PUB DATE- Nov 92
NOTE- 44p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Estimation (Mathematics); Models; Monte Carlo Methods; Predictor Variables; Sample Size
IDENTIFIERS- *Hierarchical Linear Modeling; *Specification Error

Monte Carlo methods were used to investigate the effect of misspecification of the second level in a two-level hierarchical linear model (HLM). Sample composition, heterogeneity of the group size, level of intraclass correlation, and correlation between second-level predictors were manipulated. Each of 20 generated data sets was analyzed nine times with the HLM program, corresponding to the correct model and eight types of misspecification. The error variance was estimated accurately for all model specifications. For the in High-Poverty Classrooms" (Michael S. Knapp, Patrick M. Shields, and Brenda J. Turnbull). Appendix A contains notes on methods and measures, and appendix B contains three statistical tables. (Contains 19 figures, 3 tables, and 43 references.) (SLD)

ED 388 734 UD 030 658

Bailey, Thomas R., Ed.
Learning To Work. Employer Involvement in School-to-Work Transition Programs. Employer Involvement in School-to-Work Transition Programs. Brookings Dialogues on Public Policy.
PUB DATE- 95
NOTE- 111p.; Papers prepared for Employer Participation in School-to-Work Transition Programs, a conference held at The Brookings Institution (Washington, DC, May 1994). Conference funding provided by the Brown Center on Education Policy and the German Marshall Fund of the United States.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Costs; Educational Change; *Education Work Relationship; *Employers; Employment; Foreign Countries; High Schools; Program Implementation; Relevance (Education); *School Business Relationship; *Transitional Programs; *Work Experience Programs
IDENTIFIERS- Europe; Reform Efforts

Contributors to this volume address the feasibility of work-based education as a reform for the U.S. educational system and consider whether such strategies will work with large numbers of students. Costs, problems of implementation, and alternative approaches are discussed. The following papers are presented: (1) "Introduction" (Thomas Bailey); (2) "Incentives for Employer Participation in School-to-Work Programs" (Thomas Bailey); (3) "Employer Participation in School-to-Work Programs: The Changing Situation in Europe" (Margaret Vickers); (4) "Employer Options for Participation in School-to-Work Programs" (David Stern); (5) "Work-Based Education and School Reform" (Robert Poczik); (6) "Involving Employers in School-to-Work Programs" (Paul Osterman); and (7) "Summary, Discussion, and Recommendations" (Thomas Bailey). (SLD)

ED 388 735 UD 030 660

Altenbaugh, Richard J.; And Others
Caring for Kids. A Critical Study of Urban School Leavers.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Class Size; Dropout Prevention; Dropout Research; *Dropouts; Educational Policy; High Schools; Intervention; Interviews; *Job Training; Nontraditional Education; *Reentry Students; Stopouts; *Student Attitudes; Urban Schools; *Urban Youth
IDENTIFIERS- *Caring; Job Corps; *Pennsylvania (Pittsburgh); Pittsburgh School District PA

The study reported concentrated on school leavers in Pittsburgh (Pennsylvania) who returned (dropbacks) to Job Corps Programs over an 8-year period. Interviews with 100 dropbacks explored who left school, why they left school, what caused them to come back, and the kinds of interventions that might succeed with

"Teachers as Facilitators of Cultural Development: New Roles and Responsibilities" (Stacy Churchill); (8) "The Role of Education in Cultural and Artistic Development" (Kees P. Epskamp); (9) "Cultural Development through the Interaction between Education, the Community, and Society" (F. M. Bustos); and (10) "Education and the Survival of Small Indigenous Cultures" (G. R. Teasdale). The appendix contains documentation for the forty-third session of the International Conference on Education, from which some of these essays originated. (EH)

ED 388 529 SO 024 861

Ridker, Ronald G.
The World Bank's Role in Human Resource Development in Sub-Saharan Africa: Education, Training, and Technical Assistance. A World Bank Operations Evaluation Study.
PUB DATE- Jun 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Economic Development; Foreign Countries; Higher Education; *Human Resources; Industrialization; *International Relations; *Technical Assistance; Training
IDENTIFIERS- *Africa (Sub Sahara)

This study explores the recent trend where African countries have shown a decline in expansion of their school systems and in replacing expatriates engaged in vital public and private activity. The study explores policy options and traces the evolution of World Bank ideas and actions to help practitioners design policies and programs better adapted to the challenges of African development. The volume lists the following chapters: (1) "The Problem"; (2) "History of Bank Involvement in Education in Africa"; (3) "Selected Issues in African Education"; (4) "Technical Assistance"; and (5) "Conclusions." Four tables, 9 figures, 99 references, and appendices accompany the text. (EH)

DESCRIPTORS- Course Content; Curriculum Development; Females; Foreign Countries; High Schools; High School Students; History; *History Instruction; *Secondary School Curriculum; *Sexual Identity; Social Studies; Student Attitudes; Student Reaction; Student Surveys; *Womens Studies

IDENTIFIERS- *Netherlands

A research study on the learning effects of women's history on about 500 pupils throughout the Netherlands aged between 14 and 16 posed the question "How does women's history contribute to the gender-identity of girls?" Eleven classes (224 students) were taught women's history and 11 classes (273 students) were taught "traditional" history using teaching kits compiled for the research study. The learner report methodology, which required the students to write about what they had learned from the history lessons, was used to determine the research results. The study found that more girls than boys appreciated the women's history lessons. The girls' reports revealed mainly neutral or positive learning experiences, which was supported by their answers to the question "Did you enjoy women's history?" The study concluded, however, that despite the girls' positive responses to the women's history lessons, further research shows that a subject relating specifically to the needs and interests of girls and women tends to lose status and results in stereotyping. Because of the dilemma, incorporating women's studies into regular course materials and curriculum becomes important. A 23-item bibliography is included. (LP)

VanFossen, Phillip J.; Miller, Steven L.
The Nature and Constructs of Relative Expertise in Economic
Problem Solving: Preliminary Findings.
PUB DATE- Oct 94
NOTE- 52p.; Paper presented at the Annual Meeting of the National Association of Economic Educators and the National Council on Economic Education (Williamsburg, VA, October 1, 1994). For a related paper, see SO 025 413.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Correlation; *Economic Factors; Economic Research; *Economics; *Economics Education; *Factor Analysis; Higher Education; Least Squares Statistics; Problem Solving

This paper reports preliminary research into the nature of relative expertise in economic problem solving. The first section briefly describes why such research is needed in the context of research on expert and novice problem solving. It also presents the problem explored in this study in the context of the existing research. Subsequent sections present the methods, results, and conclusions of the study. The researchers examined literal transcripts generated from the "talk-aloud" protocols of 28 participants responding to three economic problems. Each sub-group contained four participants: (1) high school students who had taken economics and those who had not taken economics; (2) undergraduate economics majors and non-majors; (3) graduate students in economics; and (4) Ph.D. economists employed in public and private forecasting and academic Ph.D. economists. The study employed a causal-comparative design with members of the seven sub-sample groups identified by the researcher. Three economics problems were employed in the study with several phases of data gathering involved in the analysis of data. Extensive charts and graphs accompany the text. Contains 32 references. (EH)

Traditions"; (2) "Music and Dance"; (3) "Folk Crafts and Art"; (4) "Occupational and Recreational Lore and Skills"; (5) "Material Culture"; (6) "Folk Beliefs and Medicine"; and (7) "Foodways." Folklore throughout the curriculum suggests opportunities for incorporating folklife into established subject areas. The guide concludes with suggestions for finding artists and resources in the community and bringing them into the classroom, and a list of resources, organizations, books, and films. (MM)

ED 388 597 SO 025 561

Holtzberg, Maggie
Georgia Folklife: A Bibliography for Teachers, Art Administrators, and Fieldworkers.
PUB DATE- May 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Community Characteristics; *Cultural Background; Elementary Secondary Education; Ethnography; Field Interviews; *Folk Culture; Higher Education; *Local History; Material Culture; Oral Tradition
IDENTIFIERS- *Georgia

This bibliography lists books, articles, and journals as well as a selection of sound recordings and videotapes to assist individuals and teachers researching the folklife of Georgia. Print resources are organized under 10 major categories including: (1) "General Folklife Studies"; (2) "Fieldwork Methodology"; (3) "Regional Folklife Studies"; (4) "Georgia Folklife and History"; (5) "Folk Art and Folk Craft"; (6) "Folk Narrative"; (7) "Folk Belief and Folk Medicine"; (8) "Foodways"; (9) "Traditional Music"; and (10) "Multicultural Communities." Local public and university libraries are listed as resource facilities. A listing of major national research centers housing Georgia folklife information is included. Finally, relevant journals and periodicals are cited. (MM)

education enrolled in a required multicultural education course and were examined for their attitudes as a consequence of taking the course. All but one student were female; 10 were White, 6 were Hispanic American, 2 were Asian, and 2 were Fillipino. The course was designed to develop a conceptual framework to understand and deal with differences and to help teachers become aware of how personal attitudes affect how an individual deals with difference. Data were collected using concept mapping and a survey to assess the preservice teachers' beliefs. Results indicated that students exhibited distinct patterns of conceptual change after the course. Part 2 presents two case studies based on in-depth interviews augmenting existing data of two individuals who had participated in the first study. Results indicated that though the two shared some similarities, they pursued distinct pathways in their changing conceptualizations of good teaching for diverse students. One tended to use her personal experiences while the other relied heavily on her family values to educate students. (JB)

ED 388 637 SP 036 283

Quick, Beth N.; Dasovich, Jennifer A.
The Role of the Supervisor: Meeting the Needs of Early Childhood Preservice Teachers.
PUB DATE- Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Early Childhood Education; Higher Education; Literature Reviews; *Reflective Teaching; Self Evaluation (Individuals); *Student Teacher Supervisors; *Student Teaching; *Teacher Supervision; Teaching Models
IDENTIFIERS- *Preservice Teachers; *Student Teacher Characteristics

The purpose of this paper is to identify practices and trends in elementary and secondary education literature applicable to early childhood student teacher supervision. The paper begins by reviewing the relevant literature on both historical and current perspectives on early childhood teacher education programs. Then, the goals of student teaching, the characteristics of student teachers, the role of supervisors, and characteristics of effective supervisors are explored. The goals of student teaching include developing reflective individuals and affording students opportunities to implement instructive practices in a classroom and to interact with students. Supervisors should serve as a catalyst, encouraging students to formulate broad perspectives on teaching by reflecting on their student teaching experience, and helping students integrate theoretical frameworks with classroom realities. Several supervision models are outlined. Finally, six recommendations for early childhood supervision practices are suggested: (1) supervisors should emphasize constructivist methods so that student teachers learn to be self-directed in their learning; (2) supervisors should be cognitive coaches and not evaluators in guiding student teachers' learning; (3) supervisors should allow frequent opportunities for collaboration, inquiry, and reflection about the supervisor's own teaching; (4) supervisors must teach student teachers how to reflect on their own teaching; (5) the student teacher's ability to reflect upon and assess his or her own teaching and learning should be an evaluation criterion; and (6) the flexibility that qualitative methods offer for student teacher evaluation makes them appropriate for the diverse nature of early childhood settings. (Contains 32 references.) (ND) secondary school student teachers from three teacher training colleges in the Netherlands enrolled in either their second or third year. Sixty-four subjects were in the treatment group and 71 were in the control group. The study contained three substudies: (1) an observational study using trained observers; (2) an observational study using the supervising teachers, and (3) a questionnaire and interview study focusing on the reactions of the participants to the course. Pre- and post-training comparison of classroom observations by trained observers revealed significantly more effective instruction by the student teachers after training. No treatment effect was found for pupil engagement rates. The ratings from the supervising teachers did not show significantly better use of the recommended instructional skills by the trained student teachers than by the untrained student teachers. (Contains 20 references.) (JB) discriminant validity of the latent variables according to the Campbell-Fiske criteria. A model with three correlated trait factors and three correlated method factors (MTMM structure) provided the best fit to the data. Factorial invariance across gender and grade was supported only for a particular set of parameters. Methodological and practical implications of the use of confirmatory factor analysis in MTMM analyses are also discussed for construct validation in performance assessment across different groups. (Contains 1 figure, 11 tables, and 36 references.) (Author/SLD)

The purpose of this research was to investigate the construct validity of the Enrolled Student Survey (ESS) as applied to East Tennessee State University students. It has been suggested that cultural differences among students may cause the latent constructs underlying student satisfaction to be developed differently. The ESS is a state-recommended survey for measuring student satisfaction with the university. Approximately 2,600 undergraduates were surveyed in the spring semester 1993. Constructs proposed by the Tennessee Higher Education Commission, a six-factor model, were compared with data-based constructs in three data-based models produced by exploratory factor analysis and confirmatory factor analysis. Data were analyzed using hierarchical confirmatory factor analysis through the LISREL computer program. A comparative fit index (CFI) was used to set a criterion to accept a valid model. Based on this criterion, the worst fit to the university's data was the six-factor model, and the best fit to the data, through the CFI and chi-square analysis was the refined model developed through confirmatory factor analysis incremental fit comparisons. Reasons the data may not fit the six-factor model are discussed. (Contains 5 tables, 1 figure, and 13 references.) (SLD)

correct second-level model, regression parameters and the covariance matrix of the second level errors were estimated accurately, although estimates were slightly biased for some levels of the sample composition manipulation. Misspecifications that failed to include a predictor had a larger effect than those which erroneously included an effect. Reactivity was assessed by examining parameters of equations which were correctly specified, although another equation in the model was misspecified. HLM showed little reactivity. Only one of the misspecified models yielded estimates that were significantly farther, on average, from the generating parameters than were those of the correctly specified model. An appendix contains three tables describing the correctly specified model. (Contains 12 text tables and 21 references.) (Author/SLD)

ED 388 715 TM 024 162

Wainer, Howard; And Others
A Sampling of Statistical Problems Encountered at the Educational Testing Service. Program Statistics Research Technical Report No. 92-26.
PUB DATE- Nov 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Testing; *Bayesian Statistics; *Educational Research; Estimation (Mathematics); Longitudinal Studies; National Surveys; Researchers; Research Methodology; *Research Problems; *Response Rates (Questionnaires); Statistical Analysis; *Test Theory; *True Scores
IDENTIFIERS- Educational Testing Service; *National Assessment of Educational Progress

Four researchers at the Educational Testing Service describe what they consider some of the most vexing research problems they face. While these problems are not completely statistical, they all have major statistical components. Following the introduction (section 1), in section 2, "Problems with the Simultaneous Estimation of Many True Scores," Charles Lewis describes a technical problem that occurs in taking a Bayesian approach to traditional test theory. In the third section, "Test Theory Reconceived," Robert J. Mislevy explains problems involved in reconceiving old approaches and new theories. Section 4, "Allowing Examinee Choice in Exams" by Howard Wainer, discusses the general problem of nonignorable nonresponse in the circumstance in which examinees choose to answer only a small number of test items from a larger sample. The fifth section, "Some Statistical Issues Facing NAEP," by Eugene G. Johnson, describes the inferences that are occurring within the National Assessment of Educational Progress due to nonignorable response. (Contains 28 references.) (SLD) other students. Part 1 provides a contextual framework for the dropout problem in Pittsburgh, other large cities, and the nation. Part 2 concentrates on student perspectives of schooling, focusing on student decisions about continuing in school. Part 3 analyzes the findings of the interviews and offers policy recommendations. Absenteeism, low achievement, feelings of alienation, school suspension, and early parenthood preceded dropping out for many students. These findings point to areas that reform efforts must address. Systemic change, altered school climate, smaller class size and better access to counselors, greater flexibility, and programs that reflect more caring, such as child care, are all needed to reduce the dropout problem. An appendix contains the interview protocol. (Contains 1 table and 210 references.) (SLD)

ED 388 736   UD 030 661

Slavin, Robert E.; And Others
Scaling Up: Lessons Learned in the Dissemination of Success for All.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Dec 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Intervention; *Educational Change; Elementary Education; *Information Dissemination; Language Arts; Models; National Programs; Poverty; Prevention; *Professional Development; *Program Implementation; Reading Instruction; School Restructuring; *Urban Schools; Writing Instruction
IDENTIFIERS- *Large Scale Programs; Program Replication; *Success for All Program

By describing what has been learned in disseminating Success for All, a reform program for high-poverty elementary schools, this paper explores how a national approach to professional development might enable professional development networks to implement proven school change models. Success for All restructures the elementary school by emphasizing prevention; early intervention; use of innovative reading, writing, and language arts curricula; and extensive professional development. Research in 17 schools in 7 districts has shown the positive effects of Success for All on increasing reading achievement, reducing retentions, improving attendance, and reducing special education placements. Examining its dissemination from its first appearance in one Baltimore (Maryland) school in 1987-88 through its expansion to about 200 schools nationwide in 1994-95 demonstrates the necessity of a skilled staff of trainers to work with schools. Mentoring and apprenticeships for teachers are among the strategies that make dissemination successful. Participating network schools and the central training staff are the keys to scaling up the Success for All program. (Contains 1 table and 14 references.) (SLD)

ED 388 737   UD 030 662

Slavin, Robert E.; And Others
Success for All: A Summary of Research.
SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.

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Dollars and Sense: A Guide to Spending on Children and Families in Illinois with Appendix.
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WATESOL Journal, 1989-1994.
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(010) Books

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(042) Dissertations/Theses - Masters Theses (Continued)

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(043) Dissertations/Theses - Practicum Papers

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(090) Legal/Legislative/Regulatory Materials (Continued)

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171p. L1 ED 387 743

(100) AudioVisual Non-Print Materials

Bridges to Reading. What To Do When You Suspect Your Child Has a Reading Problem: A Kit of First-Step Strategies Kit .
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p. L3 ED 387 981

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Your Reading: An Annotated Booklist for Middle School and Junior High, 1995-96 Edition. NCTE Bibliography Series.	386p.	L1	ED 387 826

(141) Reports - Descriptive (Continued)

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(170) Translations

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(171) Multilingual/Bilingual Materials

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(132) Reference Materials - Directories/Catalogs

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The Handbook of Historically Black Colleges & Universities. Second Edition 1995-97. Comprehensive Profiles and Photos of Black Colleges and Universities.
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(022) Collected Works - Serials

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(071) Informational Analyses - ERIC IAPS

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(072) Book/Product Reviews

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(080) Journal Articles

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(090) Legal/Legislative/Regulatory Materials

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688p. L1 ED 388 156

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AA - ERIC Processing and Reference Facility

AA001265	ED386530
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EC - Disabilities and Gifted Education (continue)

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FL - Language and Linguistics

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PS - Elementary and Early Childhood Education (continue)

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RC - Rural Education and Small Schools

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FL023289	ED388050
FL023291	ED388051
FL023295	ED388052
FL023296	ED388053
FL023302	ED388054
FL023303	ED388055
FL023304	ED388056
FL023305	ED388057
FL023306	ED388058
FL023307	ED388059
FL023308	ED388060
FL023311	ED388061
FL023312	ED388062
FL023313	ED388063
FL023314	ED388064
FL023315	ED388065
FL023316	ED388066
FL023317	ED388067
FL023318	ED388068
FL023319	ED388069
FL023320	ED388070
FL023321	ED388071
FL023322	ED388072
FL023323	ED388073
FL023324	ED388074
FL023325	ED388075
FL023326	ED388076
FL023327	ED388077
FL023328	ED388078
FL023330	ED388079
FL023331	ED388080
FL023332	ED388081
FL023333	ED388082
FL023334	ED388083
FL023335	ED388084
FL023336	ED388085

RC020319	ED387308
RC020321	ED387309
RC020325	ED388480
RC020327	ED388481//
RC020328	ED388482//
RC020332	ED388483
RC020333	ED388484
RC020334	ED388485
RC020335	ED388486//
RC020337	ED388487
RC020341	ED388488//
RC020348	ED388489
RC020349	ED388490
RC020350	ED388491
RC020351	ED388492

SE - Science, Mathematics, ans Environmental Education

SE054756	ED387310
SE055780	ED388493
SE055802	ED387311
SE056476	ED388494
SE056501	ED388495
SE056502	ED388496
SE056503	ED388497
SE056504	ED388498
SE056519	ED387312
SE056520	ED388499
SE056525	ED388500
SE056526	ED388501
SE056530	ED388502
SE056532	ED388503
SE056557	ED387313
SE056562	ED387314
SE056563	ED387315
SE056568	ED387316
SE056570	ED388504
SE056571	ED387317
SE056578	ED387318
SE056582	ED387319
SE056584	ED387320
SE056588	ED387321//
SE056593	ED387322//
SE056596	ED388505//
SE056597	ED388506//
SE056604	ED388507//
SE056605	ED388508//
SE056606	ED388509//
SE056634	ED387323
SE056635	ED387324
SE056643	ED387325
SE056644	ED387326
SE056645	ED387327
SE056646	ED387328
SE056647	ED387329
SE056648	ED387330
SE056649	ED387331
SE056650	ED387332
SE056651	ED387333
SE056652	ED387334
SE056653	ED387335
SE056654	ED387336
SE056656	ED388510
SE056673	ED388511

CE070008	ED387634
CE070009	ED387635
CE070010	ED387636
CE070011	ED387637
CE070012	ED387638
CE070013	ED387639
CE070014	ED387640
CE070015	ED387641
CE070016	ED387642
CE070017	ED387643
CE070018	ED387644
CE070024	ED387645
CE070025	ED387646
CE070026	ED387647
CE070027	ED387648
CE070028	ED387649
CE070029	ED387650
CE070030	ED387651
CE070031	ED387652
CE070032	ED387653
CE070033	ED387654
CE070034	ED387655
CE070043	ED387656//
CE070044	ED387657
CE070049	ED387658
CE070054	ED387659
CE070055	ED387660
CE070056	ED387661
CE070058	ED387662
CE070060	ED387663
CE070061	ED387664//
CE070063	ED387665
CE070064	ED387666
CE070065	ED387667
CE070067	ED387668
CE070068	ED387669
CE070070	ED387670
CE070071	ED387671
CE070072	ED387672
CE070073	ED387673
CE070074	ED387674
CE070075	ED387675
CE070076	ED387676
CE070077	ED387677
CE070079	ED387678
CE070081	ED387679
CE070082	ED387680
CE070085	ED387681
CE070086	ED387682
CE070087	ED387683
CE070088	ED387684
CE070089	ED387685
CE070090	ED387686
CE070091	ED387687
CE070092	ED387688
CE070093	ED387689
CE070094	ED387690
CE070095	ED387691
CE070096	ED387692
CE070097	ED387693
CE070098	ED387694
CE070099	ED387695
CE070101	ED387696
CE070102	ED387697

FL023337	ED388086
FL023338	ED388087
FL023339	ED388088
FL023340	ED388089
FL023341	ED388090
FL023344	ED388091
FL023345	ED388092
FL023347	ED388093
FL023366	ED388094
FL023367	ED388095
FL023368	ED388096
FL023369	ED388097
FL023370	ED388098
FL023371	ED388099
FL023373	ED388100
FL023374	ED388101
FL023375	ED388102
FL023376	ED388103
FL023378	ED388104
FL023381	ED388105
FL023382	ED388106
FL023385	ED388107
FL023386	ED388108
FL023387	ED388109
FL023388	ED388110
FL023389	ED388111
FL023390	ED388112
FL023391	ED388113
FL023392	ED388114
FL800790	ED386959
FL801076	ED386960
FL801077	ED386961
FL801078	ED386962
FL801079	ED386963//
FL801080	ED386964
FL801081	ED388115
FL801082	ED388116
FL801083	ED388117
FL801084	ED388118
FL801085	ED388119//
FL801086	ED388120

HE - Higher Education

HE028501	ED386965
HE028502	ED386966
HE028503	ED386967
HE028549	ED386968
HE028550	ED386969
HE028551	ED386970
HE028552	ED386971
HE028553	ED386972
HE028554	ED386973
HE028555	ED386974
HE028556	ED386975
HE028557	ED386976
HE028558	ED386977
HE028559	ED386978
HE028560	ED386979
HE028561	ED386980
HE028562	ED386981
HE028563	ED386982
HE028564	ED386983
HE028565	ED386984

SE056674	ED388512
SE056678	ED388513//
SE056679	ED387337//
SE056689	ED388514
SE056696	ED388515//
SE056698	ED388516
SE056699	ED388517//
SE056700	ED387338//
SE056709	ED388518
SE056710	ED388519
SE056731	ED387339//
SE056736	ED388520
SE056737	ED388521//
SE056738	ED388522//
SE056744	ED388523
SE056748	ED387340//
SE056750	ED388524//
SE056752	ED388525//
SE056770	ED388526
SE056771	ED388527
SE056781	ED387341
SE056784	ED387342
SE056788	ED387343
SE056789	ED387344
SE056792	ED387345
SE056793	ED387346
SE056794	ED387347
SE056796	ED387348
SE056798	ED387349
SE056811	ED387350
SE056817	ED387351
SE056818	ED387352
SE056819	ED387353
SE056820	ED387354
SE056831	ED387355
SE056837	ED387356
SE056875	ED387357//
SE056880	ED387358//
SE056937	ED387359
SE056945	ED387360
SE056946	ED387361
SE056975	ED387362

SO - Social Studies/Social Science Education

SO024149	ED387363
SO024644	ED387364
SO024729	ED388528//
SO024746	ED387365
SO024821	ED387366//
SO024861	ED388529
SO024862	ED387367
SO024863	ED387368
SO024912	ED387369//
SO024946	ED387370//
SO024947	ED387371//
SO024948	ED387372//
SO024951	ED388530
SO024953	ED388531
SO024956	ED388532
SO024965	ED388533
SO024996	ED388534
SO025004	ED387373
SO025076	ED387374

CE070105	ED387698
CE070106	ED387699
CE070108	ED387700
CE070111	ED387701
CE070122	ED387702
CE070124	ED387703
CE070126	ED387704//
CE070127	ED387705//

CG - Counseling and Student Services

CG025246	ED386604
CG025247	ED386605
CG025248	ED386606
CG025549	ED387706//
CG025864	ED386607
CG025876	ED387707
CG025950	ED387708
CG025951	ED387709
CG026042	ED387710
CG026048	ED387711
CG026105	ED387712
CG026141	ED386608
CG026149	ED387713
CG026150	ED387714
CG026176	ED387715
CG026319	ED387716
CG026320	ED387717
CG026340	ED387718
CG026344	ED387719
CG026345	ED386609
CG026348	ED387720
CG026367	ED387721
CG026368	ED387722
CG026371	ED387723
CG026373	ED387724//
CG026384	ED387725
CG026387	ED386610
CG026391	ED386611
CG026395	ED386612
CG026397	ED386613
CG026400	ED386614
CG026403	ED386615
CG026406	ED386616
CG026408	ED386617
CG026409	ED386618
CG026411	ED386619
CG026421	ED386620
CG026423	ED386621
CG026424	ED387726
CG026425	ED386622
CG026427	ED386623
CG026429	ED386624
CG026430	ED386625
CG026432	ED386626
CG026434	ED386627
CG026435	ED386628
CG026437	ED386629
CG026438	ED386630//
CG026439	ED386631
CG026440	ED386632
CG026441	ED386633
CG026442	ED387727
CG026448	ED387728

HE028566	ED386985
HE028567	ED386986
HE028568	ED386987
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HE028570	ED386989
HE028571	ED386990
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HE028577	ED386996
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HE028580	ED386999
HE028581	ED387000
HE028582	ED387001
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HE028584	ED387003
HE028585	ED387004
HE028586	ED387005
HE028587	ED387006
HE028588	ED387007
HE028589	ED387008
HE028590	ED387009
HE028591	ED387010
HE028592	ED387011
HE028593	ED387012
HE028594	ED387013
HE028595	ED387014
HE028596	ED387015
HE028597	ED387016
HE028598	ED387017
HE028599	ED387018
HE028600	ED387019
HE028601	ED387020//
HE028602	ED387021
HE028603	ED387022
HE028604	ED387023
HE028605	ED387024
HE028606	ED387025
HE028607	ED387026
HE028608	ED387027
HE028609	ED387028
HE028610	ED387029
HE028611	ED387030
HE028612	ED387031
HE028613	ED387032
HE028614	ED387033
HE028615	ED387034//
HE028616	ED387035//
HE028617	ED387036//
HE028618	ED387037//
HE028619	ED387038//
HE028620	ED387039//
HE028621	ED387040//
HE028622	ED387041
HE028623	ED387042
HE028624	ED387043
HE028625	ED387044
HE028626	ED387045
HE028627	ED387046
HE028628	ED387047
HE028630	ED387048//

S0025079	ED387375//
S0025080	ED387376//
S0025083	ED387377
S0025084	ED388535
S0025101	ED388536
S0025102	ED388537
S0025103	ED388538
S0025104	ED388539
S0025105	ED388540
S0025154	ED387378
S0025166	ED387379
S0025167	ED387380
S0025177	ED387381
S0025216	ED387382
S0025217	ED387383
S0025219	ED387384
S0025221	ED388541
S0025223	ED388542
S0025224	ED387385
S0025225	ED387386
S0025228	ED387387
S0025236	ED387388
S0025238	ED387389
S0025239	ED387390
S0025244	ED387391//
S0025261	ED387392
S0025263	ED387393
S0025264	ED387394
S0025268	ED387395
S0025269	ED387396
S0025271	ED387397
S0025272	ED388543
S0025276	ED387398
S0025277	ED388544
S0025279	ED387399//
S0025282	ED387400
S0025283	ED387401
S0025287	ED387402
S0025297	ED387403
S0025301	ED387404
S0025302	ED387405
S0025303	ED387406
S0025311	ED388545
S0025313	ED387407
S0025315	ED387408
S0025320	ED387409
S0025321	ED388546
S0025323	ED387410//
S0025326	ED387411
S0025331	ED387412
S0025333	ED388547
S0025334	ED387413
S0025335	ED387414
S0025336	ED387415
S0025338	ED387416
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S0025340	ED388549
S0025343	ED388550
S0025344	ED387417
S0025346	ED387418
S0025347	ED388551
S0025350	ED388552
S0025353	ED387419
S0025354	ED388553

CG026449	ED387729
CG026450	ED386634
CG026451	ED386635
CG026452	ED386636
CG026453	ED386637
CG026454	ED386638//
CG026457	ED386639
CG026458	ED386640
CG026459	ED386641
CG026461	ED386642
CG026462	ED386643
CG026463	ED386644
CG026464	ED386645
CG026466	ED386646
CG026467	ED386647
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CG026469	ED386649
CG026470	ED386650
CG026472	ED386651
CG026474	ED386652
CG026475	ED386653
CG026476	ED386654
CG026478	ED386655
CG026479	ED386656
CG026480	ED386657
CG026482	ED386658
CG026483	ED386659
CG026485	ED386660
CG026487	ED386661
CG026489	ED386662
CG026492	ED386663
CG026493	ED386664
CG026494	ED386665
CG026495	ED386666
CG026497	ED386667
CG026499	ED386668
CG026500	ED386669//
CG026501	ED386670
CG026503	ED386671
CG026506	ED386672
CG026507	ED387730
CG026510	ED387731
CG026511	ED387732
CG026512	ED387733
CG026513	ED387734
CG026514	ED387735
CG026515	ED387736
CG026516	ED387737
CG026517	ED387738
CG026518	ED387739
CG026519	ED387740//
CG026520	ED387741
CG026521	ED387742
CG026523	ED387743
CG026524	ED387744
CG026525	ED387745
CG026526	ED387746
CG026527	ED387747
CG026528	ED387748
CG026529	ED387749
CG026533	ED387750
CG026534	ED387751
CG026538	ED387752
CG026540	ED387753

HE028631	ED387049//
HE028632	ED387050//
HE028633	ED387051//
HE028634	ED387052
HE028635	ED387053
HE028636	ED387054
HE028637	ED387055
HE028638	ED387056
HE028639	ED387057
HE028640	ED387058
HE028641	ED387059//
HE028642	ED387060//
HE028643	ED387061
HE028644	ED387062
HE028645	ED387063
HE028646	ED387064
HE028647	ED387065
HE028648	ED387066
HE028652	ED387067
HE028653	ED387068
HE028654	ED387069
HE028655	ED387070
HE028656	ED387071
HE028657	ED387072//
HE028658	ED387073//
HE028659	ED387074//
HE028660	ED387075//
HE028661	ED388121
HE028662	ED388122
HE028663	ED388123
HE028664	ED388124
HE028665	ED388125
HE028666	ED388126
HE028667	ED388127
HE028668	ED388128
HE028669	ED388129//
HE028670	ED388130
HE028671	ED388131
HE028672	ED388132//
HE028675	ED388133
HE028676	ED388134
HE028677	ED388135
HE028678	ED388136
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HE028680	ED388138
HE028681	ED388139
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HE028687	ED388144
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HE028689	ED388146
HE028690	ED388147
HE028691	ED388148
HE028692	ED388149
HE028693	ED388150
HE028694	ED388151
HE028695	ED388152
HE028696	ED388153
HE028697	ED388154
HE028698	ED388155
HE028699	ED388156
HE028700	ED388157

S0025357	ED387420
S0025362	ED387421
S0025364	ED387422
S0025365	ED387423
S0025366	ED388554
S0025371	ED387424
S0025372	ED387425
S0025374	ED388555
S0025375	ED388556
S0025376	ED388557
S0025377	ED388558
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S0025381	ED388562
S0025383	ED388563
S0025384	ED388564
S0025387	ED387426
S0025388	ED387427
S0025389	ED387428
S0025390	ED387429
S0025391	ED387430
S0025392	ED388565
S0025396	ED388566
S0025397	ED388567
S0025399	ED388568
S0025404	ED388569
S0025407	ED388570
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S0025413	ED388572
S0025414	ED388573
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S0025457	ED387431
S0025472	ED388575
S0025473	ED388576
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S0025476	ED388578
S0025477	ED388579
S0025478	ED388580
S0025479	ED388581
S0025480	ED388582
S0025482	ED388583
S0025491	ED387432
S0025492	ED387433
S0025504	ED388584
S0025506	ED388585
S0025507	ED388586
S0025508	ED388587
S0025510	ED388588
S0025522	ED388589
S0025532	ED388590
S0025533	ED388591
S0025536	ED388592
S0025540	ED387434
S0025541	ED387435
S0025546	ED388593
S0025547	ED388594
S0025559	ED388595
S0025560	ED388596
S0025561	ED388597
S0025562	ED388598
S0025563	ED388599
S0025565	ED388600
S0025566	ED388601

CG026542	ED387754
CG026544	ED387755
CG026554	ED386673
CG026555	ED386674
CG026556	ED386675
CG026559	ED386676
CG026560	ED386677//
CG026562	ED386678
CG026563	ED386679
CG026564	ED387756
CG026565	ED387757
CG026566	ED387758
CG026567	ED387759
CG026568	ED387760
CG026569	ED387761
CG026570	ED387762
CG026571	ED387763
CG026572	ED387764
CG026574	ED387765
CG026577	ED387766
CG026578	ED387767
CG026580	ED387768
CG026584	ED387769
CG026585	ED387770
CG026586	ED387771
CG026588	ED387772
CG026589	ED387773//
CG026591	ED387774
CG026594	ED387775
CG026654	ED387776

CS - Reading, English, and Communication

CS012214	ED386680//
CS012226	ED386681
CS012234	ED386682//
CS012237	ED386683//
CS012238	ED387777//
CS012239	ED386684
CS012242	ED386685//
CS012244	ED386686//
CS012245	ED386687
CS012246	ED386688
CS012247	ED386689
CS012248	ED386690
CS012249	ED386691
CS012250	ED386692
CS012251	ED386693
CS012252	ED386694
CS012253	ED386695
CS012254	ED386696
CS012255	ED386697
CS012256	ED386698
CS012257	ED386699
CS012258	ED386700
CS012259	ED386701
CS012260	ED386702
CS012261	ED386703
CS012262	ED386704
CS012263	ED386705
CS012264	ED386706//
CS012265	ED386707//
CS012266	ED386708
CS012267	ED386709

HE028701	ED388158
HE028702	ED388159
HE028703	ED388160
HE028704	ED388161
HE028705	ED388162//
HE028706	ED388163//
HE028707	ED388164
HE028708	ED388165
HE028709	ED388166
HE028710	ED388167
HE028711	ED388168
HE028712	ED388169
HE028713	ED388170
HE028714	ED388171
HE028715	ED388172
HE028716	ED388173
HE028717	ED388174
HE028718	ED388175
HE028719	ED388176
HE028720	ED388177
HE028721	ED388178
HE028722	ED388179
HE028723	ED388180//
HE028724	ED388181
HE028725	ED388182//
HE028726	ED388183//
HE028727	ED388184//
HE028728	ED388185
HE028729	ED388186
HE028730	ED388187//
HE028731	ED388188
HE028732	ED388189
HE028733	ED388190
HE028734	ED388191//
HE028735	ED388192
HE028736	ED388193
HE028738	ED388194
HE028739	ED388195
HE028740	ED388196
HE028741	ED388197
HE028742	ED388198//
HE028743	ED388199
HE028744	ED388200
HE028745	ED388201
HE028746	ED388202
HE028747	ED388203
HE028748	ED388204
HE028749	ED388205//
HE028750	ED388206
HE028751	ED388207
HE028752	ED388208
HE028753	ED388209//

IR - Information and Technology

IR016947	ED387076
IR016964	ED387077
IR017037	ED387078
IR017123	ED387079
IR017256	ED387080
IR017281	ED387081
IR017283	ED387082
IR017300	ED387083//
IR017301	ED387084//

SO025569	ED388602
SO025571	ED388603//
SO025576	ED388604
SO025667	ED388605
SO025688	ED388606
SO025689	ED388607
SO025773	ED388608//
SO025774	ED388609//
SO025775	ED388610//
SO025776	ED388611//
SO025777	ED388612//
SO025778	ED388613//
SO025779	ED388614//
SO025780	ED388615//
SO025782	ED388616//

SP - Teaching and Teaching Education

SP035024	ED387436
SP035957	ED387437
SP036071	ED387438
SP036085	ED387439
SP036095	ED387440
SP036153	ED387441
SP036168	ED387442
SP036169	ED387443
SP036172	ED387444
SP036186	ED387445
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SP036201	ED387447
SP036202	ED387448//
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SP036205	ED387449
SP036206	ED387450
SP036207	ED387451
SP036213	ED387452
SP036221	ED387453//
SP036222	ED387454//
SP036223	ED387455
SP036224	ED388618
SP036226	ED387456
SP036227	ED387457
SP036228	ED387458
SP036229	ED387459//
SP036230	ED387460
SP036231	ED387461
SP036232	ED387462//
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SP036238	ED387464
SP036239	ED387465
SP036240	ED387466
SP036241	ED388619
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SP036248	ED387471
SP036249	ED387472
SP036250	ED387473
SP036254	ED387474//
SP036255	ED387475
SP036256	ED387476
SP036257	ED387477

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CS214893	ED386714//
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CS215031	ED386733
CS215032	ED386734
CS215033	ED386735//
CS215034	ED386736//
CS215035	ED387795//
CS215036	ED387796//
CS215037	ED387797//
CS215038	ED387798//
CS215039	ED387799//
CS215040	ED386737//
CS215042	ED386738
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CS215050	ED386744
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CS215055	ED387801
CS215056	ED386749

IR017302	ED387085//
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IR017376	ED388227
IR017377	ED388228
IR017378	ED388229

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SP036265	ED387481
SP036266	ED387482
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SP036271	ED388627
SP036273	ED388628//
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SP036311	ED388663
SP036317	ED388664
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TM - Assessment and Evaluation

TM021000	ED387484
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TM023060	ED388669
TM023109	ED388670
TM023119	ED388671
TM023189	ED388672
TM023234	ED387486

CS215057	ED386750
CS215058	ED387802
CS215059	ED387803
CS215060	ED387804
CS215061	ED386751
CS215062	ED387805
CS215063	ED386752
CS215064	ED387806
CS215065	ED386753//
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CS215067	ED386755//
CS215068	ED387807//
CS215069	ED386756
CS215070	ED386757
CS215071	ED387808
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CS215096	ED387827
CS215101	ED387828
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CS215104	ED387830//
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CS215117	ED387832//
CS215119	ED387833//
CS508993	ED386760//
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IR017441	ED388292
IR017442	ED388293

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TM023249	ED387491
TM023253	ED387492
TM023262	ED387493
TM023303	ED387494
TM023592	ED387495
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TM023614	ED387499
TM023627	ED387500
TM023637	ED387501
TM023638	ED387502
TM023648	ED388674
TM023649	ED388675
TM023654	ED387503
TM023662	ED387504
TM023665	ED387505
TM023666	ED387506
TM023675	ED388676
TM023679	ED388677
TM023684	ED387507
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TM023687	ED388678
TM023701	ED387509
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TM023712	ED388680
TM023713	ED387510
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TM023731	ED387513
TM023737	ED388686
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TM023750	ED387516
TM023752	ED387517
TM023766	ED387518
TM023792	ED387519
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TM023816	ED387522
TM023817	ED387523
TM023908	ED387524
TM023916	ED388688
TM023920	ED388689
TM023928	ED388690
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TM023943	ED388696
TM023985	ED387525
TM023986	ED387526

CS509043	ED386775
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CS509045	ED387842
CS509046	ED387843
CS509047	ED387844
CS509049	ED387845
CS509050	ED386776
CS509051	ED386777
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CS509056	ED386780
CS509058	ED386781
CS509059	ED386782
CS509060	ED387847
CS509061	ED387848
CS509062	ED387849
CS509063	ED387850
CS509065	ED387851
CS509070	ED387852

EA - Educational Management

EA026696	ED386783
EA026943	ED387853
EA026949	ED386784
EA026957	ED386785
EA026966	ED386786
EA026973	ED386787
EA026981	ED387854
EA026991	ED386788
EA026992	ED386789
EA026993	ED386790
EA026994	ED386791
EA027001	ED386792
EA027002	ED386793//
EA027003	ED386794//
EA027004	ED387855
EA027005	ED386795//
EA027006	ED386796
EA027007	ED386797//
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EA027010	ED387856
EA027011	ED386800
EA027012	ED386801
EA027013	ED386802
EA027014	ED386803//
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EA027016	ED386805
EA027017	ED386806
EA027018	ED386807
EA027019	ED386808
EA027020	ED386809
EA027021	ED387857
EA027022	ED387858
EA027024	ED386810//
EA027025	ED386811//
EA027026	ED386812//
EA027027	ED386813//
EA027028	ED386814//
EA027029	ED386815//
EA027030	ED386816
EA027031	ED386817//

IR017443	ED388294
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IR017445	ED388296
IR017446	ED388297
IR017447	ED388298
IR017448	ED388299
IR017449	ED388300
IR017450	ED388301
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IR017456	ED388307
IR017457	ED388308
IR017458	ED388309
IR017459	ED388310
IR017461	ED388311
IR017462	ED388312
IR017470	ED388313//
IR017497	ED388314
IR017498	ED388315
IR055394	ED387129//
IR055652	ED387130//
IR055653	ED387131
IR055657	ED387132
IR055660	ED387133//
IR055661	ED387134
IR055662	ED387135
IR055663	ED387136
IR055664	ED387137
IR055665	ED387138
IR055666	ED387139
IR055667	ED387140//
IR055668	ED387141//
IR055669	ED387142//
IR055670	ED387143
IR055671	ED387144
IR055672	ED387145//
IR055673	ED387146//
IR055675	ED387147
IR055676	ED387148
IR055677	ED387149
IR055679	ED388316//
IR055682	ED388317//
IR055683	ED388318//
IR055824	ED388319
IR055825	ED388320
IR055826	ED388321

JC - Community Colleges

JC950419	ED387150
JC950425	ED387151
JC950441	ED387152
JC950453	ED387153
JC950454	ED387154
JC950455	ED387155
JC950456	ED387156
JC950459	ED387157
JC950460	ED387158
JC950461	ED387159
JC950462	ED387160
JC950463	ED387161

TM023987	ED387527
TM024071	ED388697
TM024079	ED387528
TM024082	ED387529
TM024089	ED388698
TM024090	ED388699
TM024091	ED388700
TM024095	ED388701
TM024099	ED387530
TM024100	ED387531
TM024103	ED387532
TM024104	ED387533
TM024105	ED387534
TM024109	ED387535
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TM024111	ED388702
TM024114	ED387537
TM024115	ED387538
TM024118	ED387539
TM024119	ED388703//
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TM024122	ED388705
TM024123	ED388706
TM024129	ED388707
TM024130	ED388708
TM024131	ED388709
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TM024163	ED388716
TM024174	ED388717
TM024182	ED388718
TM024183	ED388719
TM024184	ED388720
TM024186	ED388721
TM024187	ED388722
TM024188	ED388723
TM024199	ED388724
TM024203	ED388725
TM024394	ED388726
TM024559	ED388727

UD - Urban Education

UD029573	ED387540
UD030597	ED387541
UD030598	ED387542
UD030599	ED387543//
UD030600	ED387544//
UD030601	ED387545//
UD030602	ED387546
UD030603	ED387547
UD030604	ED387548
UD030605	ED387549
UD030607	ED387550
UD030609	ED387551
UD030610	ED387552
UD030613	ED387553
UD030614	ED387554
UD030615	ED387555
UD030616	ED387556//

EA027032	ED386818
EA027033	ED386819//
EA027034	ED386820
EA027035	ED386821
EA027036	ED386822
EA027037	ED386823
EA027038	ED386824
EA027039	ED386825
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EA027041	ED386827
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EA027049	ED387862
EA027050	ED387863
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EA027056	ED387868
EA027057	ED387869
EA027058	ED387870
EA027059	ED387871
EA027060	ED387872//
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EA027063	ED387874
EA027064	ED387875
EA027065	ED387876
EA027066	ED387877
EA027069	ED387878
EA027070	ED387879
EA027071	ED387880
EA027073	ED387881
EA027075	ED387882
EA027076	ED387883
EA027077	ED387884
EA027078	ED387885
EA027079	ED387886
EA027081	ED387887
EA027082	ED387888
EA027083	ED387889
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EA027096	ED387902
EA027099	ED387903
EA027100	ED387904
EA027101	ED387905
EA027102	ED387906
EA027103	ED387907
EA027104	ED387908

JC950464	ED387162
JC950465	ED387163
JC950466	ED387164
JC950467	ED387165
JC950468	ED387166
JC950469	ED387167
JC950470	ED387168
JC950471	ED387169
JC950472	ED387170
JC950473	ED387171
JC950474	ED387172
JC950475	ED387173
JC950476	ED387174
JC950477	ED387175
JC950478	ED387176
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JC950503	ED387198
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JC950512	ED388329
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JC950515	ED388332
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JC950529	ED388345
JC950530	ED388346
JC950531	ED388347

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UD030623	ED387559//
UD030624	ED387560//
UD030625	ED387561//
UD030626	ED387562//
UD030628	ED387563//
UD030629	ED387564
UD030630	ED387565
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UD030658	ED388734//
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UD030676	ED388749
UD030677	ED388750

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EA027142	ED387942
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EA027144	ED387944//
EA027145	ED387945//
EA027147	ED387946
EA027335	ED387947

EC - Disabilities and Gifted Education

EC304154	ED386832
EC304221	ED386833
EC304222	ED386834
EC304224	ED386835
EC304225	ED386836
EC304226	ED386837
EC304227	ED386838
EC304228	ED386839
EC304229	ED386840
EC304230	ED386841
EC304231	ED386842
EC304232	ED386843
EC304233	ED386844
EC304234	ED386845
EC304235	ED386846
EC304236	ED386847
EC304237	ED386848
EC304238	ED386849
EC304239	ED386850
EC304240	ED386851
EC304241	ED386852
EC304242	ED386853

JC950532	ED388348
JC950533	ED388349
JC950534	ED388350
JC950536	ED388351
JC950537	ED388352
JC950538	ED388353
JC950539	ED388354
JC950540	ED388355
JC950541	ED388356
JC950542	ED388357
JC950543	ED388358
JC950544	ED388359
JC950545	ED388360
JC950547	ED388361
JC950548	ED388362
JC950549	ED388363
JC950551	ED388364
JC950552	ED388365
JC950553	ED388366
JC950554	ED388367
JC950555	ED388368
JC950556	ED388369
JC950557	ED388370
JC950558	ED388371
JC950559	ED388372
JC950560	ED388373
JC950562	ED388374
JC950563	ED388375
JC950564	ED388376
JC950565	ED388377

PS - Elementary and Early Childhood Education

PS022265	ED388378
PS023202	ED387200
PS023223	ED387201//
PS023271	ED387202
PS023289	ED387203//
PS023324	ED387204//
PS023326	ED387205
PS023398	ED388379//
PS023399	ED388380//
PS023401	ED388381//
PS023411	ED387206
PS023424	ED387207//
PS023427	ED387208
PS023439	ED387209//
PS023446	ED387210//
PS023459	ED387211//
PS023466	ED387212
PS023470	ED387213//
PS023474	ED387214//
PS023481	ED387215
PS023489	ED387216//
PS023493	ED387217
PS023521	ED387218
PS023524	ED387219
PS023547	ED387220
PS023548	ED387221
PS023552	ED387222
PS023554	ED387223//
PS023558	ED387224
PS023559	ED387225//
PS023560	ED387226//

EC304243	ED386854
EC304244	ED386855
EC304245	ED386856
EC304246	ED386857
EC304247	ED386858
EC304248	ED386859
EC304249	ED386860
EC304250	ED386861
EC304251	ED386862
EC304252	ED386863
EC304253	ED386864
EC304254	ED386865
EC304255	ED386866
EC304256	ED386867
EC304257	ED386868
EC304258	ED386869
EC304259	ED386870//
EC304260	ED386871
EC304261	ED386872
EC304262	ED386873//
EC304263	ED386874
EC304265	ED386875
EC304266	ED386876
EC304267	ED386877
EC304268	ED386878
EC304269	ED386879//
EC304270	ED386880
EC304271	ED386881
EC304272	ED386882
EC304273	ED386883
EC304274	ED386884//
EC304276	ED386885//
EC304277	ED386886//
EC304278	ED386887
EC304279	ED386888
EC304280	ED386889
EC304281	ED386890
EC304283	ED387948
EC304284	ED386891
EC304285	ED386892
EC304286	ED386893
EC304287	ED386894
EC304288	ED386895
EC304289	ED386896
EC304290	ED386897
EC304291	ED386898
EC304292	ED386899
EC304293	ED386900
EC304294	ED386901
EC304296	ED386902
EC304297	ED386903
EC304298	ED386904
EC304299	ED386905
EC304300	ED386906
EC304301	ED386907
EC304302	ED386908
EC304303	ED387949
EC304304	ED387950
EC304305	ED387951
EC304306	ED387952
EC304307	ED387953
EC304308	ED387954
EC304309	ED387955
EC304310	ED387956

PS023562	ED387227
PS023563	ED387228
PS023564	ED387229//
PS023565	ED387230//
PS023566	ED387231//
PS023568	ED387232
PS023569	ED387233
PS023572	ED387234//
PS023574	ED387235//
PS023578	ED387236
PS023581	ED388382
PS023583	ED387237
PS023584	ED387238
PS023585	ED387239
PS023587	ED387240
PS023589	ED387241
PS023592	ED387242
PS023593	ED387243
PS023594	ED387244
PS023595	ED387245
PS023596	ED387246
PS023598	ED387247
PS023599	ED387248
PS023600	ED387249//
PS023601	ED387250
PS023602	ED387251
PS023603	ED387252//
PS023607	ED387253
PS023608	ED388383
PS023613	ED387254
PS023614	ED387255
PS023615	ED387256
PS023616	ED387257
PS023617	ED387258
PS023619	ED387259
PS023621	ED387260
PS023628	ED387261
PS023629	ED387262
PS023634	ED387263
PS023635	ED388384
PS023636	ED387264
PS023637	ED387265
PS023638	ED387266
PS023639	ED387267
PS023643	ED388385
PS023645	ED388386//
PS023646	ED388387
PS023647	ED388388
PS023649	ED388389//
PS023650	ED388390//
PS023651	ED388391//
PS023652	ED388392
PS023653	ED387268
PS023655	ED388393//
PS023657	ED388394
PS023659	ED388395
PS023662	ED388396
PS023663	ED388397
PS023665	ED387269
PS023666	ED388398
PS023669	ED387270
PS023671	ED388399//
PS023672	ED388400
PS023673	ED388401

EC304311	ED387957
EC304312	ED387958
EC304313	ED387959
EC304314	ED387960
EC304315	ED387961
EC304316	ED387962
EC304317	ED387963
EC304318	ED387964
EC304319	ED387965
EC304320	ED387966
EC304321	ED387967
EC304322	ED387968
EC304323	ED387969
EC304324	ED387970//
EC304325	ED387971
EC304326	ED387972
EC304327	ED387973
EC304328	ED387974
EC304329	ED387975
EC304330	ED387976
EC304331	ED387977//
EC304332	ED387978//
EC304333	ED387979
EC304334	ED387980
EC304335	ED387981//
EC304336	ED387982
EC304337	ED387983
EC304338	ED387984
EC304339	ED387985
EC304340	ED387986
EC304341	ED387987
EC304342	ED387988
EC304343	ED387989
EC304344	ED387990
EC304345	ED387991
EC304347	ED387992
EC304348	ED387993
EC304349	ED387994
EC304350	ED387995
EC304351	ED387996
EC304352	ED387997//
EC304353	ED387998//
EC304354	ED387999//
EC304355	ED388000//
EC304356	ED388001//
EC304357	ED388002//
EC304358	ED388003//
EC304359	ED388004//
EC304360	ED388005//
EC304361	ED388006//
EC304362	ED388007//
EC304363	ED388008//
EC304364	ED388009//
EC304365	ED388010//
EC304366	ED388011
EC304367	ED388012

PS023674	ED388402//
PS023677	ED388403
PS023678	ED388404//
PS023679	ED388405//
PS023680	ED388406//
PS023682	ED388407//
PS023683	ED388408//
PS023684	ED388409
PS023691	ED388410
PS023692	ED388411
PS023693	ED388412
PS023694	ED388413
PS023695	ED388414
PS023698	ED388415
PS023699	ED388416
PS023701	ED388417
PS023702	ED388418
PS023706	ED388419//
PS023708	ED388420//
PS023709	ED388421
PS023711	ED388422
PS023712	ED388423
PS023719	ED388424
PS023720	ED388425
PS023721	ED388426
PS023725	ED387271
PS023727	ED388427
PS023728	ED388428
PS023734	ED387272
PS023739	ED388429
PS023740	ED388430
PS023744	ED388431//
PS023751	ED388432
PS023752	ED388433
PS023753	ED388434//
PS023754	ED388435
PS023755	ED388436
PS023756	ED388437//
PS023763	ED388438
PS023764	ED388439
PS023765	ED388440
PS023767	ED388441
PS023769	ED388442
PS023770	ED388443
PS023772	ED388444
PS023773	ED388445
PS023774	ED388446//
PS023785	ED388447//
PS023792	ED387273
PS023806	ED388448
PS023807	ED388449
PS023813	ED388450
PS023823	ED388451
PS023825	ED388452
PS023827	ED388453
PS023834	ED388454